

**DEVELOPING TALKING PUPPETS AS TEACHIING
AIDS FOR FIFTH GRADE STUDENTS
OF ELEMENTARY SCHOOLS**

A Thesis

**Submitted as a Partial Fulfillment of the Requirements for Attainment of the
Degree of *Sarjana Pendidikan* in English Education**



**Written by:
Yonki Prastian Antoni
09202241056**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2015

APPROVAL SHEET

**DEVELOPING TALKING PUPPETS AS TEACHING
AIDS FOR FIFTH GRADE STUDENTS
OF ELEMENTARY SCHOOLS**



Supervisor

Dra. Nury Supriyanti, M. A.

NIP:195708291988122001

RATIFICATION SHEET

DEVELOPING TALKING PUPPETS AS TEACHING AIDS FOR FIFTH GRADE STUDENTS OF ELEMENTARY SCHOOLS




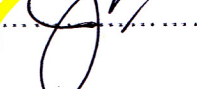
A Thesis

Yonki Prastian Antoni

09202241056

Accepted by the board of examiners of English Education Department, Faculty of Language and Arts, Yogyakarta State University on 11th september , 2015 and declared to have fulfilled the requirements to attain *Sarjana Pendidikan* Degree in English Education.

Board of Examiners

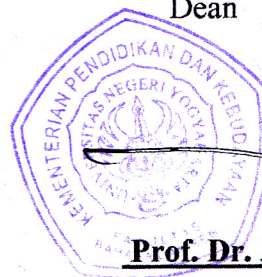
Position	Name	Signature	Date
Chairperson	: Drs. Samsul Maarif, M.A.		21/9/15
Secretary	: Siwi Karmadi Kurniasih, S.Pd., M.Hum		22/9/15
Examiner 1	: Dra. Jamilah, M.Pd.		21/9/15
Examiner 2	: Dra. Nury Supriyanti, M.A		28/9/15

Yogyakarta, September 11th, 2015

Faculty of Languages and Arts

Yogyakarta State University

Dean



Prof. Dr. Zamzani. M. Pd

NIP:19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : Yonki Prastian Antoni

NIM : 09202241056

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

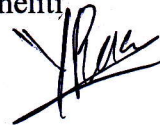
Judul Skripsi : *Developing talking puppets as teaching aids for fifth grade students of elementary schools*

menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri, dan sepanjang pengetahuan saya tidak berisi materi yang ditulis orang lain atau telah dipergunakan sebagai persyaratan penyelesaian studi di Perguruan Tinggi lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, hal ini sepenuhnya menjadi tanggungjawab saya.

Yogyakarta, 10 August 2015

Peneliti



Yonki Prastian Antoni

09202241056

MOTTOS

One will gain nothing without making any efforts
(QS. An Najm : 39)

For indeed with hardship[will be] ease
(QS. Al insyirah : 5)

The thing always happens that you really believe in and the belief
in a thing makes it happen
(Frank Loyd Wright)

They can because they think they can
(Virgil)

DEDICATIONS

I dedicate this thesis to:

♥ My beloved parents

♥ My dear brother, Diki Prastico

♥ My lovely little sister, Devanda Yurike

♥ And all of my beloved friends whom I cannot mention one by one

Thank you so much for your motivation and prayers.

ACKNOWLEDGEMENTS

All praise be to Allah SWT, the Most Gracious and the Most Merciful, who has given me remarkable blessing and strength ,so I can finish this thesis. Eternal peace may also be given to Muhammad SAW, his family, friends and companions.

In this opportunity, I would like to express my deepest gratitude to the following for their contributions throughout the completion of this study.

First of all, I would like to express my gratitude for my supervisor of this thesis. My best gratitude goes to my supervisor, Dra. Nury Supriyanti, M. A. for her supervision, suggestions, guidance, and feedback all the way through the process of writing this thesis.

Secondly, my gratitude is conveyed to Mrs Lucia Retno,S.Pd,the English teacher of SD Negeri Tegalrejo II Yogyakarta, where I did this research. Furthermore, I would like to express my appreciation to the students of VB, as the subject of this research.

Finally, I hope that this thesis may be helpful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticism, ideas, and suggestions are highly appreciated for the improvement of this thesis.

Yogyakarta, 10 August 2015

The Researcher

Yonki Prastian Antoni

TABLE OF CONTENTS

TITLEPAGE.....	i
APPROVALSHEET.....	ii
RATIFICATIONSHEET.....	iii
PERNYATAAN	iv
MOTTOS.....	v
DEDICATIONS.....	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES AND FIGURES.....	xii
ABSTRACT	xiv

CHAPTER I: INTRODUCTION

A. Background of the Study.....	1
B. Problem Identification	4
C. Limitation of the Problems.....	5
D. Formulation of the Problem.....	5
E. Objectives of the Research.....	5
F. Specification of the Developed Product.....	6
G. Significance of the Research.....	7
H. Assumptions and Limitation in the Product Development.....	8

CHAPTER II: LITERATURE REVIEW

A. Theoretical Review

1. Teaching English to Young learners.....	9
2. Characteristics of Elementary School Students.....	10
3. Teaching Listening Skill to the Fifth Graders of Elementary Schools.....	12
4. Children Development.....	14

5. Integrated Listening and Speaking for Children.....	19
6. Learning media	
a. Definition of Media.....	21
b. Talking Puppet as Media in Teaching Elementary School Students..	22
B. Review of Relevant Studies.....	28
C. Conceptual Framework.....	29
D. Research Question.....	31
 CHAPTER III: RESEARCH METHOD	
A. Research Model.....	32
B. Research Procedure	
1. Analysis.....	33
2. Design.....	33
3. Development.....	34
4. Implementation.....	34
5. Evaluation.....	35
C. Design Media Development Trials	
1. Design of Trials.....	35
2. Subject and Setting of Research.....	35
3. Data Collection Technique and Instrument.....	36
4. Data Analysis Technique.....	43

CHAPTER IV: RESEARCH FINDINGS

A. Result Development of the Media	
1. Conducting Needs Analysis.....	46
2. Designing the Media	50
3. Developing the Media.....	53
4. Implementing the Media.....	56
5. Evaluating the Talking Puppet.....	61
B. Revising the Media.....	65
C. Try Out the Media.....	69
D. Evaluating the Media.....	71
E. Discussion of the Final Product.....	74
F. Limitation of the Product Development.....	75

CHAPTER V: CONCLUSION AND SUGGESTIONS

A. Conclusion of the Product Development.....	76
B. Suggestion of the Product Usage.....	78
C. Implication and Further Product Development.....	79
REFERENCES.....	81

APPENDICES

A. List of Students and English teachers

B. Course Grid

C. Lesson Plan

D. Instruments

E. Interview Transcript

F. The Questionnaires Result

G. Field Notes

H. Teacher's Guide Book

I. Photographs

LIST OF TABLES AND FIGURES

Table 1.1 : Outline of Needs Analysis Questionnaire.....	37
Table 1.2 : Outline of Evaluation Questionnaire for Teacher.....	38
Table 1.3 : Outline of Evaluation Questionnaire for Student.....	40
Table 1.4 : Organization of Teacher's Needs Analysis Interview Guideline.....	42
Table 1.5 : Quantitative Data Conversion.....	45
Table 2. 1 : The Description of the Students.....	47
Table 3. 1 : Component of Course Grid.....	50
Table 3. 2 : The Blue Print of English Teacher Evaluation Questionnaires.....	61
Table 3. 3 : The Result of the Syllabus and Program Content from English Teachers' Evaluation.....	62
Table 3. 4 : The Result of the Materials Instruction.....,.....	64
Table 3. 5 : The Result of the Media Evaluation by English Teachers.....	65
Table 4. 1 : Suggestion for Revision I.....	65
Table 4. 2 : Suggestion for Revision II.....	66
Table 4. 3 : Suggestion for Revision III.....	68

Figure 1. 1: Result of Student's Questionnaires for Needs Analysis.....	48
Figure 2. 1: Design of Hand Puppet.....	52
Figure 2.2: The Background of "The very hungry caterpillar" Story.....	53
Figure 2.3: Grey Hand Puppets.....	54
Figure 2.4: Brown Hand Puppets.....	54
Figure 2.5: The Transcript of the Story.....	55
Figure 3.1: Flashcards Picture.....	56
Figure 3.2: The Example of the task 2.....	58
Figure 3.3: The Example of the task 3.....	59
Figure 3.4: The Example of the task 4.....	60
Figure 4.1: Flashcard before revision.....	65
Figure 4.2: Flashcard after revision.....	66
Figure 4.3: Instruction before Revision.....	67
Figure 4.4: Instruction after Revision.....	67
Figure 4.5: Task before Revision.....	68
Figure 4.6: Task after Revision.....	68
Figure 5.1: Field Note for Evaluation 1.....	71
Figure 5.2: Hand Puppet before Revision.....	71
Figure 5.3: Hand Puppet after Revision.....	72
Figure 5.4: Student's Interview for Evaluation 2.....	72
Figure 5.5: Scenery before Revision.....	73
Figure 5.6: Scenery after Revision.....	73

DEVELOPING TALKING PUPPETS AS TEACHING AIDS FOR FIFTH GRADE STUDENTS OF ELEMENTARY SCHOOLS

Yonki Prastian Antoni

09202241056

ABSTRACT

The objective of this research study was to produce Talking puppets as to examine the development of the media for teaching listening to the fifth grade students. The thesis discusses about how to develop of the *talking puppet media* for teaching listening to fifth grade students.

This research study classified into Research and Development (R&D). There were five steps taken in this research. They were conducting needs analysis, designing the first draft of the media, developing the first draft of the media then assessing the first draft, implementing and evaluating the second draft of the media, producing the final media. The subjects of this research study were 30 students in the fifth grade of SD Negeri Tegalrejo II. The data of this research study were qualitative and quantitative. The quantitative data were obtained from the questionnaires and the qualitative data were obtained from the observations and interviews. The questionnaires were distributed to the English teachers and the students in order to assess the media. The quantitative data were analyzed with simple descriptive statistics and the qualitative data were analyzed in the narrative form.

From the evaluation given by the ten English teachers as respondents and the students, it is concluded that the talking puppet media as the product of this research is feasible to apply in teaching of listening. The percentage score items based on the English teacher' evaluation questionnaires were more than 60% in percentage of items. The syllabus and program content got more than 82% in percentage of items. Then, the materials of instructions used in the media got more than 82% in percentage of items. Moreover the media got 84%. The result means that the talking puppet is very good to use as media to teach listening to the fifth grade students. It is also supported by the observation and interview result after the implementation. The data indicate that talking puppet media make the students learn English enjoyably..

Keywords: developing media, talking puppet, listening skill

CHAPTER I

INTRODUCTION.

A. Background of the Study

Teaching students of elementary school is not the same as teaching adult in some way because they have different attention span, attitude, and motivation so the way of teaching must be different too. In line with the process, Jean Brewster, Gail Ellis and Denis Girard (2002:27) state that “young children are still developing numeracy and literacy in their first language”. If the teachers can not teach the children properly, the children may not enjoy and get bored in the middle of teaching learning process. Helalay (1971:23) argues that “Unlike adults, children are not self-motivated and do not have an immediate need to learn English. They are not concerned with job or university degree that require knowledge of English”.

Therefore, teachers should make the student become active in teaching learning process. According to Jean Brewster and Gail Ellis (2002:27) the term learner-centred, meaning that children’s needs and interests are placed at the centre of planning and teaching is no longer as commonly used as before. Furthermore, in regard to curriculum, English teaching learning process including the learning materials are expected to be able for improving scientific attitude and creativity. In addition, a good learning material should attract learners’ attention and help the teacher to deliver learning materials.

Therefore, the researcher concluded that Elementary school teachers need appropriate methods, media and materials to teach the students. The teacher should know that the proportions of the materials for young learners are different from adult learners. The way of teaching vocabulary to children is not the same as teaching vocabulary to adult learners. They have different characteristics and different attitudes. It will be difficult when the teacher can not motivate or make young learners listen to them. The teacher should support them to increase their interest to learn, so the students' interest in learning will become as their interest in playing. To find out the best technique for teaching young learners needs an intensive analysis, inside the classroom and outside the classroom. Teacher should create alternative techniques or methods to teach young learners in order to make them interested in the class activity.

Young learners are different from adult learners. They cannot concentrate for a long time, they have a lot of physical energy and they can easily get bored, so the teachers should choose the suitable teaching method and teaching media in order to achieve the teaching purposes easily, and the media will make the students to be more motivated and interested to study. According to Harris (1969:345) there are several methods in English learning process. They are (a) giving total physical activity (example games and Total Physical Response activities), (b) providing hands on activities (example to learn words, sentences, and practice meaningful language), (c) internalizing concept through visual aids (example videos, pictures, tapes, music, flash cards, and puppet toys), and (d) explaining things with nonverbal language (facial features, gestures). To make the

students have strong interest in teaching and learning process especially in learning listening, the teacher should take the best approach. Then, the teacher can use media in teaching. There are several media of teaching. Gerlach and Elly (1980: 247-249) classify them in to six general categories. They are still pictures, audio recording, motion pictures, television, real things simulation and models, programmed and computers-assisted instruction programs. Media such as puppets, cartoon films, tape recorder, radio, television, computer, etc. are useful to achieve the instructional goals of teaching and learning process, and they can also be easily found in our daily lives.

Having understood that young learners pay short attention and concentration in a learning process, it is better to provide something playful to them. Therefore, the researcher tries to develop talking puppet for teaching English vocabulary to elementary school students. Thorp (2005:21) states that the use of puppets is well established in primary schools in subjects such as language and social education. There is some evidence that puppets can have a valuable impact in motivating children and promoting language development. According to Low & Matthew (2000:8) puppets can engages the children's attention, provide a context for conversation and promote purposeful activity. Using the puppet as an alternative teaching media for young learners could be considered as the best approach to make the student interested in teaching learning process. This media is a good resource to develop students' abilities in listening and speaking. The researcher is interested in developing the puppet in order to enrich and improve the students' vocabulary. By using this media, it is hoped that the students can

enjoy the teaching learning process and can enrich their vocabulary and improve their listening skill in fun way.

B. Identification of The Problem

As being mentioned before, learning media are very important when teaching young learner. In fact most of the English teachers in Indonesia did not use interesting and appropriate media such as song, stories or games to make the listening activities more enjoyable. If the teachers did not use interesting learning media, young learners could get bored easily when they kept doing the same activities again and over again.

In addition, there were not any interesting media which were used to teach listening. As a result, most of teaching and learning activities focused on the written assignments. The elementary school teachers rarely taught the listening skill to the students. They drill the students with a reading and writing task that sometimes makes the student bored to learn English.

Furthermore, most of schools in Indonesia do not have any media to teach listening. Then, workbook becomes the only one resource which used in teaching and learning process. Moreover, teacher teaches listening material orally because there are no other media such as a speaker, tape recorder or cassette. As the consequences the students showed low motivation in listening activities.

C. Limitation of The Problem

Based on the problem identification above, this study focuses on developing English talking puppet media to teach listening skill. Theme based teaching is used in this media. This teaching aids is suitable to teach young learner especially fifth grade students. In addition, the text type for teaching and learning activities of listening skills in this research is narrative text. ‘The Very Hungry Caterpillar’ is suitable for this research study because it is one of popular narrative authentic material.

D. Formulation of The Problem

Based on the limitation of the problem above there is only one major problem. The problem of this study can be formulated as follows:

How to make appropriate English teaching aids based on the curriculum for fifth grade students.

E. Objectives of The Research

In relation to the formulation of the problem above, the objective of this research is to develop talking puppets as English teaching aids that can be applied for conducting the lesson in SDN Tegalrejo 2 Yogyakarta.

F. Specification of the product

- A talking puppet is a kind of learning media in the form of hand puppet.
- This learning media consist of hand puppets, mini speaker, flash disk and teacher manual.
- This media can produce sound from mini speaker. The source of the sound is from flash disk.
- Talking puppet has a unique form so this media can attract student attention especially young learners.
- The teacher manual is in the form of small book. This teacher manual contains both a written guide and the associated images. This teacher manual consist of:
 1. A cover page
 2. Course grid and lesson plan
 3. A contents page
 4. Script of 'Very hungry caterpillar' story.

G. Significance of the Research

This research is expected to give contributions to English education department, teacher and other researchers who are interested in listening or media development. The expected contributions are:

1. English Education Department

This study is expected to be used as a reference related to a research and development study. Moreover, the media that have been developed by the researcher can be stored in the media room and can be used as a media for teaching young learners.

2. For Elementary English Teachers

This study is expected to provide better technique for teaching listening skill to children.

3. Children Media Developers

This study is expected to inspire another media developer for developing similar media.

4. English course book writers

This study is expected to inspire and give a reference for children book writers.

H. Assumptions and limitations

Media have important roles in helping children develop meaningful language. Here are some assumptions for developing talking puppet as learning media:

- 1 Teachers can use the talking puppets media to help them in teaching-learning process everywhere because talking puppets does not need any electricity.
- 2 The talking puppets facilitate the students' imagination since this media includes moving object that can stimulate the student to explore their imagination.

Besides all of those assumptions this learning media also have limitation:

1. This media was only handmade so the durability of this media is not as good as a factory production.
2. This learning media only useful to teach listening for young learners especially in grade 5.
3. This learning media only designed to teach listening to young learners.

CHAPTER II

LITERATURE REVIEW

AND CONCEPTUAL FRAMEWORK

In this chapter, terms and concepts that are used in the discussion are presented. There are two parts of which the writer presents in this chapter. They are literature review and conceptual framework.

A. Literature Review

1. Teaching English to Young learners

According to Brewster and Ellis (2003:1), “Children learn languages better and more easily than older.”, furthermore, Pinter (2011:49) said that,” Children are believed to be more successful second language learners than adults” It can be concluded there is a widespread belief that there are lots of advantages to introducing language learning in early age. Moreover, Brewster and Ellis (2003:3) said that, “Starting to learn a foreign language several years earlier was simply to increase the total number of years spent in learning the language, especially at age six or nine instead of eleven or twelve.”

Other reasons of teaching English to young learners was the belief that young children seem to have a better facility and they are good in imitating what they hear and what they see than secondary school students. In Indonesia, young

learners start to learn English in elementary school although not all of elementary schools in Indonesia teach English. On the other hand, Brewster and Ellis (2003) explained some reasons of young learners, especially elementary school students to learn English earlier. Those reasons are:

- a. English becomes universal language around the world and most people in the world use English to communicate. That makes many children in many countries are demanded to learn English earlier.
- b. The government is enthusiastic to push their citizen to have English language competence for economic benefit of their countries.
- c. The lowering of the age at when children learn language will give more time for the children to learn languages.

2. Characteristics of elementary school students

Dealing with the development of curriculum in Indonesia, teaching English to young learners is still important. Many elementary schools consider English as a vital subject to teach however, it is not always an easy task to teach young learner. There are many considerations that should be taken on how to teach them and what to teach. It is a fact that children are different from adult physically and mentally. The students who are considered as young learners enjoy studying language through loads of cheerful activities in a bright, large and colorful room. While adult are expected to use abstract notions since they can think rationally. As Harmer (2001:40) affirms that adults often encompass clear understanding of why they are learning and what they wish to comprehend out of

it. Teaching elementary school students is not the same as teaching adult because it possess different characteristic. Unlike adults, children are not self-motivated and do not have an immediate need to learn English. Children have a lot of natural curiosity. According to Brown (2001:89), it is an emotion related to natural desires such as play, investigation, exploration and learning. Children are full of questions inside their minds. Therefore, the media which are designed for young learners should present something new and fun. In line with Brown, Pinter (2006:5) says that children are actively involved when they are interested. When they are interested in an activity, they will be motivated to join the activity and do the best.

Elementary school students are the children at the age between six up to twelve years old which are enthusiastic to know and learn everything. According to Pinter (2011:49),” Children are believed to be more successful second language learners than adult”. In addition, Harmer (2001: 38) states some general characteristic of children. There are (a) they respond to meaning even if they do not understand the words, (b) they often learn indirectly than directly, (c) their understanding comes not just from the explanation, but also from what they see and hear and crucially have a chance to touch and interact with, (d) they generally display an enthusiasm for learning and curiosity about the world around them, (e) they have a need for individual attention and approval from their teacher, (f) they are taken on talking about themselves and responding well to learning that use themselves and their own lives as main topic in the classroom, (g) they have limited attention span, unless activities are extremely engaging can make them

easily getting bored. Furthermore Brewster and Ellis (2003:27) state that young children are different from older learners because children:

- a. have lots of physical energy and often need to be physically active,
- b. have a wide range of emotional needs,
- c. are emotionally excitable,
- d. are developing conceptually and are at an early stage of their schooling,
- e. are still developing literacy in their first language,
- f. learn more slowly and forget things quickly,
- g. tend to be self-oriented and preoccupied with their own world,
- h. get bored easily,
- i. are excellent mimics,
- j. can concentrate for a surprisingly long time if they are interested,
- k. can be easily distracted but also very enthusiastic.

3. Teaching Listening Skill to the fifth graders of elementary schools

Teaching English to elementary school students has a goal that the students are expected to have skills of the language in simple English with emphasis on four skills such as listening, writing, reading and speaking. Related to the objective above, the material for the fifth grade students, have topics about center of interest that they often face in their life. The topics include things inside a class and things around a school. So, it is easier for them to learn the learning material. Children should not be given too many learning material because young learners learn English best through hearing and experiencing lots of English.

According to Mary Slaterry and Jane Willis (2009: 4), children need to hear English used to communicate among people in their daily life. Harmer (2001:38) also states that children understand from what they see and hear and crucially have chance to touch and interact with.

To help the learners in learning foreign language, Mary Slaterry and Jane Willis (2003: 4) suggest some ways to teach them. There are (a) make learning English enjoyable and fun, (b) don't worry about mistake, be encouraging; make sure children feel comfortable and not afraid to take part, (c) use a lot of gestures, action, pictures to demonstrate what you mean, (d) talk a lot to them use English, especially about things they can see, (e) play game, sing a song, and say rhymes and chants together, (f) tell simple stories in English, using pictures and acting with different voices, (g) don't worry when they use their mother tongue. You can answer a mother tongue question in English and sometimes recast in English what they say in their mother tongue, (h) consistently recycle new language but don't be afraid to add new things or to use words they won't know, (j) plan lesson with varied activities, some quite, some noisy, some sitting, some standing and moving.

From the explanation above, it can be concluded that in teaching English to the fifth graders, teacher should not give the students too much learning material. It is better for them to practice the words given by the teacher and use the word in their daily life. Practice can make young learner easier to understand and remember the material.

4. Children development

In regard to the study of children development, there are some theories which had a crucial impact on the field. These are Piaget's cognitive developmental theory, Vygotsky's sociocultural theory development, Bruner's constructivist theory and Brewster.

a) Jean Piaget

Jean Piaget is widely acknowledged as a person who had a big impact on research in the field of children development. Piaget did not view the child as a passive recipient but as an active participant in teaching learning process. According to Piaget, cognitive development is a process of revision. Piaget referred to this process as the establishment of equilibrium between the child's cognitive structures and the nature of the physical and social world. Piaget viewed children's cognitive development as progressing through four stages. The first stage, is sensorimotor, it begins at birth and lasts until 18 months until 2 years of age. This stage involves the use of motor activity without the use of symbols. Knowledge is limited in this stage, because it is based on physical interactions and experiences. Such exploration might include shaking a rattle or putting objects in the mouth. As they become more mobile, infants' ability to develop cognitively increases. Early language development begins during this stage. Object permanence occurs at 7-9 months, demonstrating that memory is developing. Infants realize that an object exists after it can no longer be seen.

The preoperational stage usually occurs during the period between toddlerhood (18-24months) and early childhood (7 years). During this stage

children begin to use language; memory and imagination also develop. In the preoperational stage, children engage in make believe and can understand and express relationships between the past and the future. More complex concepts, such as cause and effect relationships, have not been learned. The concrete operational stage typically develops between the ages of 7- 11 years. Intellectual development in this stage is demonstrated through the use of logical and systematic manipulation of symbols, which are related to concrete objects.

The period from adolescence through adulthood is the formal operational stage. Adolescents and adults use symbols related to abstract concepts. Adolescents can think about multiple variables in systematic ways, can formulate hypotheses, and think about abstract relationships and concepts. Piaget believed that intellectual development was a lifelong process, but when formal operational thought was attained, new structures were needed. Intellectual development in adults involves developing more complex schema through the addition of knowledge.

b) Vygotsky

Vygotsky's theory is described in detail in a wide range of child development and educational literature. For Vygotsky, the child develops cognition and language as the result of social interaction with more knowledgeable others in activities which have specific goals. As a result of the child's participation and the interactive, verbal give-and-take with a more skilled or knowledgeable person in the undertaking of everyday problem solving is gradually internalized and becomes an inner or personalized resource for the

child's own thinking. At first, the adult or caregiver has all the language and cognition necessary to be able to perform a task and guides the child through relevant behavior until he is able to perform the task independently and successfully. Through modeling behavior and language, and familiarizing the child with the processes and procedures involved, the adult leads the child to being able to act competently and confidently on his own.

The area in which the child can perform an action or task, provided that a more skilled or knowledgeable person is available to help, Vygotsky termed the 'zone of proximal development' (ZPD). He defined ZPD as 'the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers' (Vygotsky 1978, 76). In an everyday classroom context, this might be paraphrased simply as the gap between a child being able to do a task easily without any help or support at all, and a task which is simply out of reach for the child at the moment and cannot be attempted without guidance and help from someone who is more knowledgeable or skilled. In this way, the ZPD provides a valuable conceptual framework in an educational context for situating the level of challenge in activities and tasks that may be appropriate for children.

c) Jerome Bruner

Jerome Bruner is a psychologist noted for his contributions in the field of educational psychology. Born in 1915, Bruner has held psychology chairs at Harvard University and at the University of Cambridge. Bruner was influenced by the work of Lev Vygotsky, who shared Bruner's belief that a child's social environment and social interactions are key elements of the learning process. Bruner's studies on learning led to his research and ultimate development of the famous scaffolding theory in education, which identifies the importance of providing students with enough support in the initial stages of learning a new subject. A 'scaffold' ensures that children aren't left to their own devices to understand something. The support is removed when the student is ready, like the scaffolding that supports workers who've been constructing or repairing a building, which is removed when construction is complete.

Scaffolding together with the principle of 'handing over' to the child is important in differentiating and defining scaffolding as a particular kind of flexible help, assistance or support and relates closely to Vygotsky's concept of learning and development as the result of joint participation in goal oriented activity: 'What the child can do with assistance today she will be able to do by herself tomorrow' (Vygotsky, 1978, p.87).

d) Jean Brewster

There are two common approach in primary schools that is communicative and activity-based approach. Many teachers use a combination of these approaches to teach their student. According to Jean Brewster and Gail Ellis (2002) Classroom procedures for this approach, and others, classically involve the use of three stages which aim to provide the sort of scaffolding which helps children to think and learn with motivation, success and confidence. One model that is commonly used is known as Presentation-Practice-Production (PPP). Furthermore, Jean Brewster explains about stages in learning for children:

1) Meeting new language

At this point the teacher is trying to provide comprehensible input in an interesting way so that pupils use their hearing, sight and knowledge of the world to put the language into context. This stage is characterized by transmission teaching which is teacher-centred and tightly controlled. Here learners will be corrected but in a gentle or non-threatening way so that they do not feel relatively unpressured.

2) Manipulating new language

In this stage, the pupils become more responsible for remembering the language, but always with some support, such as actions, tapes, charts, pictures and so on. In the first step, teacher usually use repetition and correcting the pupils language then in the next step called guided manipulation the teacher will focus

more on communication. At this point the class is likely to be divided into teams, groups or pairs.

3) Making the language your own

In this stage, the pupils are likely to use pair or group work for activities with a clear purpose so they need to communicate. Here the pupils are using the language they have practised in much freer, less controlled way, but are preoccupied with getting their meanings across and understanding others' meaning. At this point the pupils' language may contain some errors which teacher should note and evaluate. This stage is important for developing pupils' interactional skill, listening and speaking, as well as literacy skills, reading and writing.

5. Integrated listening and speaking for children

Pinter (2006:45) said that listening and speaking are integrated in the primary English classroom. Listening and speaking should teach before they can read or write. Young learners need more input and exposure in listening so it will help them to learn speaking. In line with Pinter, Hughes (2001:6) states that to emphasize listening and speaking the teacher can use the foreign language to teach and give young learners instruction. Classroom English will help them to get more input and exposure. Therefore the teacher should provide enjoyable classroom situation for young learners. According to Linse (2005:52) there are some techniques that can be use in listening activity. Those are:

a. Audio lingual method

According to Celce-Murcia in Linse (2005:52-54), in audio lingual method, the learners learn language by developing habits based on the pattern of language. The activities that can be used for younger learners are drills and dialogues to introduce the new language, the teacher can use puppets.

b. Communicative Language teaching

Nunan in Linse (2005:56) argued that CLT is an approach and philosophical orientation that connect classroom based language learning with the languages that learners need in order to communicate in society.

c. Games

Games can be used to maximize English language use. Teacher can give young learners with a simple instruction so the children will understand easily.

d. Rhymes, finger plays or chants

The activities using finger plays, rhymes and chant are useful to teach pronunciation and listening to young learners. Children can learn how to pronounce the word in fun way.

6. Learning media

An English lesson for young learners should be linked up from tasks, learning media and activities. On the other hand, there should be learning media that facilitate young learners to learn something new. Considering the characteristic for young learners, learning media should attract student attention and give opportunities to young learners to interact with each other. A good learning media should encourage the student to produce and use the language unconsciously. Moreover, Brewster, Ellis and Girard (2002:86) states that visual support is very important to help convey meaning and to help the students memorize new vocabulary

a. Definition of Media

Media will help to establish the conditions for the learners to identify or describe someone or something. There are some experts who give their opinions dealing with media:

- 1) Media are any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills and attitudes (Gerlach, Ely. 1980: 241).
- 2) Harmer (2001: 134) states that “as a language teacher, we use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole activity”.
- 3) Lever-Duffy and McDonald (2009: 61) state that media are technologies that are used to facilitate the teachers. From the explanation above, it can be concluded that

media are meant for transmitting or delivering messages to motivate students in learning. According to Kimtafsirah (1998: 4), instrument media or teaching language can be classified into:

(1) Games and simulation.

(2) Visual media are the aids which can be seen. Some of the examples are OHP (Overhead Projector), a blackboard, a puppet, and picture.

(3) Audio media. What is meant by audio here is media that are useful because of its sound. The example are radios which are turning on and then producing sound and recording in cassettes which is being played.

(4) Audio visual media. Audio visual media are useful because their sound and picture.

b. Talking Puppet as Media in Teaching Elementary School Students

To get an effective effort in learning language, the teacher should be able to use a good media especially to attract the interest of the students. The use of media is needed to reach the purpose of teaching and learning and it should be various as stated by Brown et al (1964: 1), using a variety media will increase the probability that the students will learn more, retain better what they learn and improve their performance of the skill they learn and improve their performance of the skill they are expected to develop. In addition Lewis, (1973: 5) takes point by point in choosing the media of teaching. To do this, he gives seven requirements there are:

- (a) design object and select content ,
- (b) select approach learns experiences,
- (c) select on or more appropriator formats in which to carry out the learning experiences,
- (d) selecting physical facilities in which to carry on learning experiences,
- (e) assigning the personal roles,
- (f) choosing appropriate materials and equipment,
- (g) evaluating results and recommended future improvements.

Selecting appropriate media of teaching is not only using teaching media randomly without planning first but also analyzing the level of the students the appropriates of material which will be taught by the teacher. Students in learning language must represent the needs of the students, their capabilities their special interest and motivation and their styles of learning. Puppet as a medium of teaching language is regarded as central elements of the approach because it can be used as media to attract the students interest in learning language. The use of puppet have had dual purposes to improve teaching, and to permit teacher and students to interact based on the materials discussed in the class. By using this media the teacher will find many possibilities to enrich educational system.

One of the objectives of puppets used in language teaching is helping the students to understand meaning of word of something. Besides, by using puppets as tools, the students can hear, see, assume, and describe something directly. It provides opportunities for them to create and add variety of character, roles, and

events. Moreover, Brewster, Ellis and Girard (2002:86) states that visual support is very important to help convey meaning and to help the students memorize new vocabulary. The use of puppets can encourage and support their participation in many language activities. Students who are reluctant to speak in group settings may participate in oral activities and increase confidence with the aid such as puppets. Based on Mahoney (1998:72), the purposes of teaching English by using puppets are:

- (a) to develop students imagination and creativity.
- (b) to provide opportunities for students to share oral interpretations.
- (c) to provide a supportive environment for experimenting with voice and language.

From the explanation above, it can be concluded that teachers as material presenter should choose an appropriate puppet based on some guidelines above. Besidethe advantages of by using puppet in developing vocabulary are:

- (1) The students might have a high interest in following the teaching learning process. Most children in the elementary school are interested in some teaching aids, such as games, and puppets.
- (2) The students might be motivated to be active in the class, and it can be easier to ask students to give responses and opinion.
- (3) It is easy to understand, memorize, remember vocabulary and can avoid misunderstanding, because the students see the object directly.

a. The Type of Puppets

As an educational tool, puppets have become very widely accepted because of their value in helping students in personal development and the opportunity afforded in activity in the building and operating puppets. In teaching using puppet as a media, it will be better to take the available materials. Teaching using puppet can be used as the alternatives technique in teaching learning process. It is good to know a number of ways to make puppets so that they can be used at different levels without repeating some types and methods of approach. According to Lewis (1973: 364) the commonly used puppets are:

1. Hand puppets

It generally consists of a head figure and loose garment or dressed fitted over the operator's hand. The garment covers the operator's wrist and helps to hide it from views. The index finger fits into the puppets head and the thumb and middle finger slide into tiny sleeves to form two movable arms. The hand puppet is operated below the puppet stages.

2. Glove and Finger puppets

It makes use of gloves to which small costumed figures are attached. The operator uses the index and middle fingers as puppet legs. Puppet bodies can be either flat cutouts or doll like figure. These puppets are operated from the back of the stage.

3. Rod puppets

It usually has jointed bodies made with stiff wire, umbrella ribs, or thin wooden sticks attached to arms, legs or heads. Rods can also be used to push

animal cutouts, stage furniture or scenery on or the stage or to move the rod puppets while on stage.

4. Marionettes

Marionettes are flexible, jointed puppets operated by strings or wire attached to a crossbar and maneuvered from directly above the stage. Although they can be almost any size, they are usually between 10 and 24 inches in length. Weight placed in their feet help to keep them upright and in proper working condition. Marionettes are considerably more complicated than puppet to make and to operate.

5. Shadow puppets

Shadow puppets are usually formed from a piece of thin card board or wood, to which handles are attached to permit manipulation behind a rear lighted while cloth or milk plastic screen.

In this research one type of puppet was used. The researcher used hand puppet. Hands puppet was chosen because the students might be motivated and more active in the class. Also, it can be easier to ask students to give responses and opinion. Besides that, hands puppet is easy to understand and easy to find. It could avoid misunderstanding because the students can see the object directly and they can touch it.

b. The Techniques of Using Puppet in Teaching Vocabulary

It is important to know that all basic techniques of using puppet in teaching vocabulary can be practiced without puppet, but we must know the correct way to hold a puppet. Inserting one hand into the body of the puppet and

into its mouth so that our hand should be comfortable with four fingers in the roof of the mouth in the jaw. According to Rehymer (1997: 98), there are five basic techniques of using puppet:

1) Lip Synchronization

Synchronize the opening of the puppets mouth with the spoken words. The puppeteer should avoid moving the mouth at random during a sentence. The puppeteers save the wide mouth openings for exaggerated or loud expression.

2) Mouth Action

Practicing to pen the puppet's mouth by moving the puppeteers thumb downward without moving his fingers upward. A slight forward thrusting of the hand may help when first starting out. This kinds of actions will make sure the bottom jaw moves and not the top of the puppets head called by "flipping the lid".

3) Eye Contact

The puppeteer should look the audience regularly. If the stage is elevated, the puppeteer will want his puppets to look down a little more than usual, rather than over the heads of the audience. This will ensure more effective eye contact. This is achieved by simple adjustment of the wrist angle.

4) Posture

To make the puppet appear naturally, good posture cannot be ignored. To achieve this, the puppeteer's arm must be held at right angles to the floors with the hand level. The puppeteer should not allow puppets to learn from side or learn on the stages

5) Entrances and Exits

There are many ways to enter and exit puppet, one of the ways is to make the puppet appears as if it is walking up or down a ramp. This movement uses the whole arm and requires the puppeteers to keep his fare arm straight up and down while the wrist remains relaxed using a motion. From the explanation above it is clear that each technique has its own characteristic. The researcher used the mouth action technique because it was easier to be done. It was not difficult to do and it looked simple.

B. Review of Relevant Studies

There were some research studies about puppet and storytelling as media for teaching young learners. First, it is a research study done by Nitinou Loukia in 2006. She said that story-based framework of teaching and learning can become a very powerful tool in the hands of a teacher. A well-organized story session can motivate the students and make them want to explore many features of the language.

Second, it is a research study done by Allyson N. Lepley (2001). He said He said that children of all ages in the primary school have enjoyed having the puppets in the classroom and they have provided an extra stimulus for the children to become engaged with the topic they are studying and this can apply to all areas of the curriculum. The children want to talk to the puppet and hear what the puppet has to say. When children were asked what they thought about the puppets they said that lessons were 'more fun', lessons were 'more active and lively. Puppet, can help students internalize language patterns, enhance listening skills, develop risk-taking skills and student confidence, and provide opportunities for students to work cooperatively as a group. By working together using the

puppets, students develop conversation skills such as risk taking and appropriate responses in a conversation.

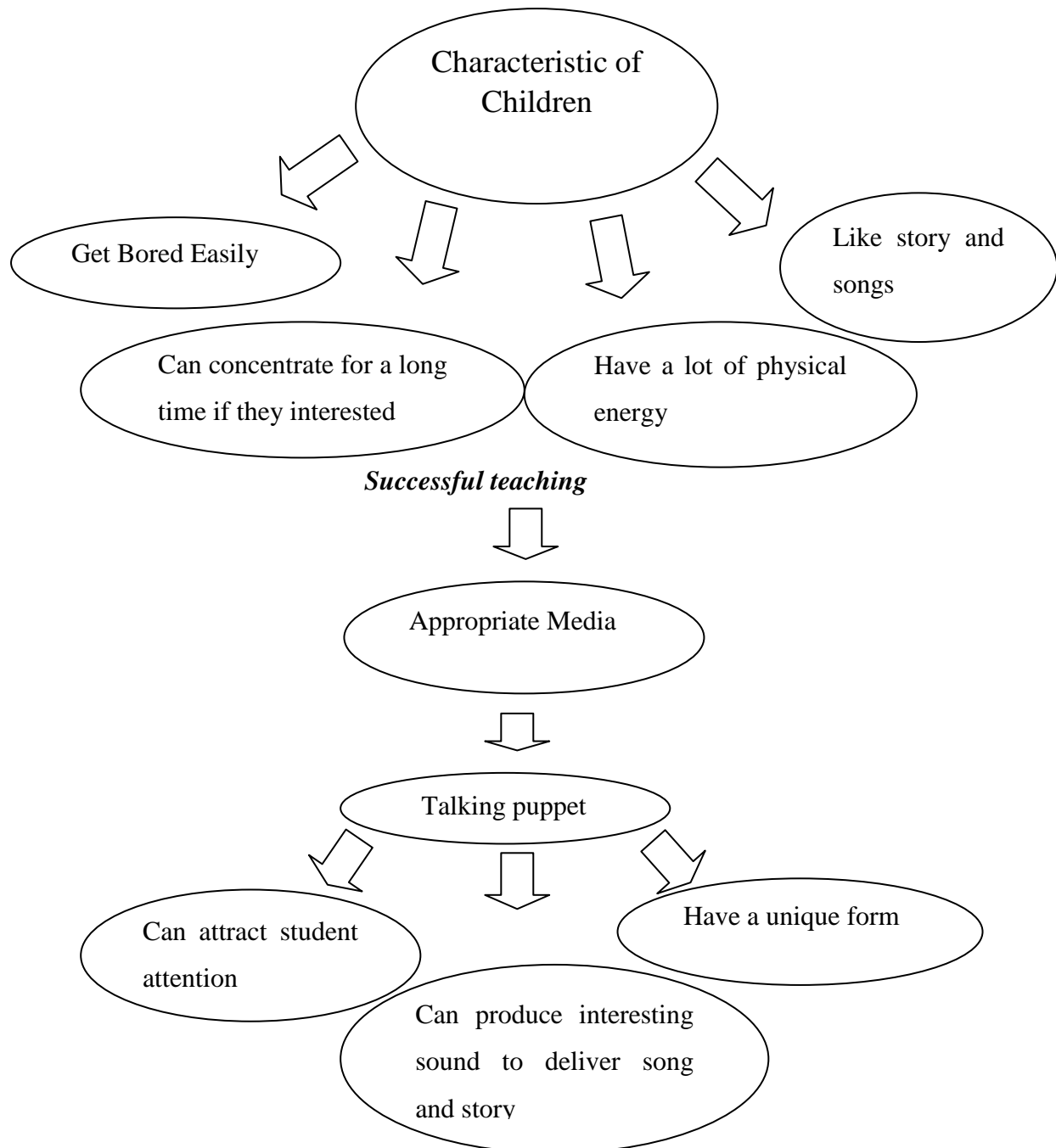
In conclusion, those relevant studies show that puppet and storytelling can be effective media for teaching language. Moreover, the studies support the idea to develop talking puppet media for teaching listening.

C. Conceptual Framework

Elementary school students are different from adult learners. Teaching listening for elementary school students is significant remembering listening skill is one of the important skill that help students to communicate. In teaching-learning process for elementary school students the English teacher expected to be creative in delivering the materials and also expected to use attractive learning media to support the teaching-learning process. It is necessary for the English teacher to make appropriate situations for young learners. In teaching English, teacher can use media to attract the students' attention and interest. Interesting media can make the teaching learning process more enjoyable. Using puppet is one of the best methods in teaching listening to young learners.

The purpose of this research is to develop talking puppet learning media for students at grade V of SDN Tegalrejo 2. The reason to conduct the study are that there is no maximum technology utilization in the school. Secondly, the English teachers have difficulty to find the English learning media that are appropriate to the students' needs. Then, to solve those problems above, it is necessary to develop English talking puppet learning media for students at grade V. The ADDIE model is chosen as the instructional design model for this study. It

is because this model is simple and less complicated. In this model, there are some stages to be considered as a main concept, those are:



D. Research Questions

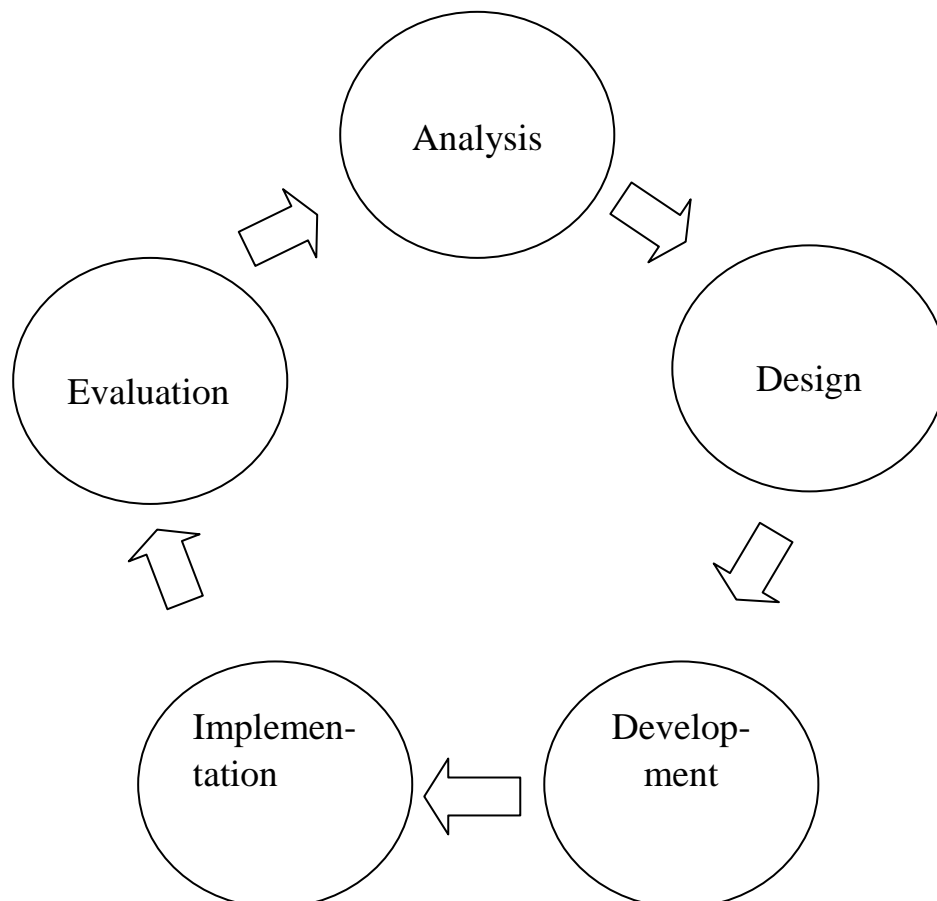
1. What is the appropriate course grid for listening task like?
2. What are needed by the fifth grade students to help them in learning listening skills?
3. What is the appropriate design of talking puppet media for teaching listening?

CHAPTER III

RESEARCH METHOD

A. Research Model

This research study is classified into Research and Development (R & D). The objective of this study is to develop an effective product that can be applied for the educational program. It consists of cycles in which the product is developed, Field-tested, and revised based on the field-test data. According to gay (1987), R&D is an effort to develop effective product, to be used in educational programs. Products to use include objectives, media, and teaching materials. In addition, the main purpose of R & D is developing products that can be effectively used in the educational program (Gay, 1987: 10). In this model, there are analysis, design, development, implementation, and evaluation.



B. Research Procedure

The researcher used the ADDIE design model (Taylor, 2004) to develop English interactive learning media. The generic term for the five-phase instructional design model consisting of Analysis, Design, Development, Implementation, and Evaluation. Each step has an outcome that feeds into the next step in the sequence.

The five phases of ADDIE are as follows:

1. Analysis

The analysis was the first step in this model. In this step, the designer identified the learning problem, the goals and objectives, the audience's needs, and any other relevant characteristics. The researcher should consider the learning environment, any constraints, the delivery options, and the timeline for the project. This analysis was necessary to collect specific information related to learners' learning needs. This step was used as guidance in designing the appropriate learning media for teaching listening to the student. By using the media, the students were expected to understand the listening material easily.

2. Design

In this step, the researcher formulated the instructional design and made the design of the talking puppet learning media based on the data obtained from the previous step. The instructional design involved the specification of learning objective, the standard competency and the basic competency. Based on the instructional design the syllabus was created. Then, the syllabus becomes a

guidance to make the lesson plan. The learning material was collected from some sources, such as English course book and internet. Moreover, there were two parts in designing the talking puppet. They were designing the media and designing the work ways of the media. The first step included the way on how to manifest the idea into the real form. Then the second step was the way how to make the learning media work properly, such as how to make the sound come automatically and how to combine the puppet with the audio output, and so on.

3. Development

The media design in the previous step was used as the guidance in producing the real media in this step. Some items are used to create talking puppets, such as hand puppet, mini speaker, glue, cutters, flash disk, and so on. In addition, the sound in the talking puppet was created manually and edited to change the voice.

4. Implementation

After the media were reviewed by the English teacher and the experts, the implementation of the learning media was conducted by the researcher. This step was also conducted in order to get the evaluation of the media, especially from young learners.

5. Evaluation

In this step, the evaluation of the media was based on the data from the questionnaires distributed to the students. After implementing the talking puppet in the teaching and learning process, the researcher asked the students' opinion about the media through questionnaires.

C. Design Media Development Trials

1. Design of Trials

Based on needs analysis, the researcher could decide the materials and also the learning media. In designing the learning media, the researcher should rely on the data obtained from questionnaires and interview. Then, all of the data were analyzed and used as the guidance for designing the learning media. The media was also developed based on the theme based teaching in the school.

2. Subject and Setting of the Research

There was one group of participants in this research. The research took place at SD N Tegalrejo 2. It was located in Tegalrejo, Pakuncen, Wirobrajan , Yogyakarta. It has actually 12 classrooms that are divided into six grades. It has about 358 students. The school is well facilitated. The school has one computer laboratory and one library. The library is supported by one teacher who is assigned for using library in that school. The data were taken from the fifth grade students at SD N Tegalrejo 2 .

The researcher only used a group of the fifth grade students. There were 30 the students as participants. They were 14 males and 16 females. The age average was about 10-12 years old. They learned English as a foreign language and they also had varied backgrounds.

3. Data Collection Technique and Instrument

a. Data Collection Technique

In this research, there are two methods used namely questionnaire and interview. The designer used questionnaire and interview method because they are efficient. The interview was used to collect the data from English teacher and the students. The result of this method would be based on the teachers' or students perspective and opinion.

Moreover, there were two types of questionnaire used in this research which were needs analysis questionnaire and evaluation questionnaire. The questionnaire was distributed to the teacher and students in a different time. Needs analysis questionnaire was used to gain the data from the participant's opinion and point of view. During this research study, the field note was made to capture some problems in teaching-learning process.

b. Instruments

1. Questionnaire:

A. Needs analysis questionnaire

The needs analysis questionnaire was distributed to the students. The questionnaires aimed to obtain the data about students' interest and the learners need. Then the result from the questionnaire was used as the guideline in designing talking puppet learning media. The result is description about students' characteristic and students' needs in learning. The questionnaire was distributed to the student on February, 22th 2015 the questions aimed to know the students' needs and learning needs.

The organization of the questionnaire can be seen in the table:

Table 1.1 Organization of Needs Analysis Questionnaire

No	Question Numbers	Purpose of the question	Reference
1	-	To find the information about students' profile.	Tomlinson(2002:2010)
2	1	To find the information about students' interest.	Tomlinson(2002:2010)

3	2-5	To find the information about students' characteristics.	Tomlinson(2002:2010)
4	6-8	To find the information about students' learning interest.	Brown(2005:23)
5	9-13	To find the information about students' learning needs	Tomlinson(2002:2010)
6	14 - 18	To find the information about students' learning techniques and activities	Brown(2005:23)

B. Evaluation Questionnaire

a. Questionnaire for English teachers

The second questionnaire was distributed to the English teacher. This questionnaire was used to get suggestion about the design of the learning media. The questionnaire was about some aspect of syllabus, learning material and the teacher opinion about talking puppet media. The organization of the questionnaire can be seen in the table:

Table 1.2 Organization of Evaluation Questionnaire for Teacher

Aspect	Indicators	Question Numbers	Reference
The Syllabus and program content	❖ Relevancy between the syllabus and program content	1-4	Richards (2001:287)
	❖ Easiness of the program content to be used	5-7	Richards (2001:287)
	❖ Success of assessment	8-9	
Materials of Instruction	❖ Aiding students learning	10-12	Richards (2001:287)
	❖ The interest in materials	12-13	Arsyad (2002)
	❖ Develop specific skills and strategies	14	Graves (2000:156)
	❖ Target relevant aspect (Grammar, function, vocabularies)	15-16	Graves (2000:156)

Media	❖ The attraction of the media	17-18	Geisert&Futrell (1995)
	❖ The ease of using media	19-21	Heinich,et al (1996)

b. Questionnaire for students

After trying out the media, the evaluation questionnaire was distributed to the students. The questionnaire was aimed at getting some feedbacks from the student about the materials, learning media, and instructions. The organization of the questionnaire can be seen in the table:

Table 1.3 Organization of Evaluation Questionnaire for Student

Aspect	Indicators	Question Numbers	Reference
Materials	❖ The perception of the materials	1,2	Richards (2001:287)
	❖ Relevance of target needs	3,4	Graves (2000:156)

Monitoring of students progress	❖ Students participation	5-6	Richards (2001:287)
	❖ The appropriateness of the assessment.	7,8	Richards (2001:287)
Students motivations	❖ The effectiveness of the media	9,10,11	Richards (2001:287)
	❖ The contribution of the media in motivating the students to learn	12	Geisert&Futrell (1995)
Learning Media	❖ The quality of the puppets	13,14	Arsyads (2002)
	❖ The attractions of the media.	15-18	Geisert&Futrell (1995)

2. Interview Guidelines

The researcher also used other research instrument for conducting needs analysis in this research study. The instrument is called interview guidelines. Interview guidelines were addressed to the Elementary English teacher and the fifth grade students. This method helped the researcher to collect a specific data from English teacher or students. The data from this instrument was used as the guideline to design the content of the media and as an evaluation for the learning media.

. The interview guideline for the teacher was made based on the theory of developing needs analysis such as the theory proposed by Hutchinson and Nunan. The interview guideline was consisted of 11 questions. The interview guideline can be seen in the table below.

Table 1.4 Organization of Teacher's Needs Analysis interview guideline:

Purpose of the question	Question Number	Number of item
To get information about teaching method	1-6	6
To get information about students' attitude toward the English lesson.	6-7	2
To get information about students' motivating method	8	1

To get information about students' interest	9-10	2
Total of item		11

4. Data Analysis Technique

The data which had been collected in this research study would be used to develop and produce the media for teaching listening. Both of qualitative and quantitative data were analyzed and used.

a. Qualitative data

The qualitative data were obtained from the interview guidelines. The interview with the English teacher was about teaching-learning process and student motivation in learning English. The data from this interview were about the classroom condition. The comment and suggestion from English teacher was described qualitatively.

b. Quantitative data

Quantitative data were obtained from the questionnaire. To determine the feasibility of the media, the researcher used Likert scale to analyze the data. Scoring was made for the data which were collected from the questionnaires. After calculating the data, the researcher changed these percentages into criteria of feasibility. It was very important to know whether the media should be revised or not. Scoring of the data was used the following formula:

- 1: SA, if the respondents agree with the statement.
- 2: A, if the respondents strongly agree with the statement.
- 3: D, if the respondents disagree with the statement.
- 4: SD, if the respondents strongly disagree with the statement.

The data were analyzed by calculating the percentage by using the formula as described below:

$$P = \frac{F}{N} \times 100\%$$

Note:

P: Percentage of the item

F: Collected scores

N: Expected scores

The next qualitative data were from the evaluation questionnaire. The data from this questionnaire were measured using mean and analyzed by using formula proposed by Suharto (2008:14) which is:

$$Mn: \frac{\sum fx}{N}$$

Where:

Mn: Mean

$\sum fx$: Total Score

N : Total number of data

Theory proposed by Suharto (2006: 52) about quantitative data conversion was used in classifying the category of mean. The data were converted by using the formula as described below:

$$R: \frac{(Xt - Xr)}{4}$$

Where:

R: Range

Xt :Highest

Xr :Lowest

The range obtained from calculating of the formula above was 0,75. The conversion was presented below:

Table 1.5: Quantitative Data Conversion

Scale	Descriptive category	Interval
1	Poor	$1 \leq X \leq 1.74$
2	Fair	$1.75 \leq X \leq 2.24$
3	Good	$2.25 \leq X \leq 3.24$
4	Very good	$3.25 \leq X \leq 4$

CHAPTER IV

RESEARCH FINDINGS

A. Result Development of The Media

Talking puppets was developed in this research. This part discusses about how to develop media before the implementation. They are: (1) Conducting needs analysis from students' questionnaires and English teacher's interview; (2) Designing the media based on the needs analysis; (3) Developing the media based on the design; (4) Implementing the media to the students; (5) Evaluating the media.

After the five stages above were done, the media would be revised. The implementation aimed to get some feedbacks from the students' point of view. The steps of developing the media were explained below.

1. Conducting Needs Analysis

After making the needs analysis questions and interview guideline, the needs analysis was conducted in order to get the data for the early stage of research. The questionnaire was distributed to the students on February, 22th 2015 in SDN Tegalrejo 2. Moreover, the data were also collected by interviewing the English teacher. The interview process was done after the class observation. The first interview aimed to know the teacher point of view about the students teaching learning process. After the data were collected, they were analyzed as

guidance for developing the learning media. The results of the needs analysis were described below:

a. The description of the students

The subjects of this research study were fifth grade students of SDN Tegalrejo 2 in academic year of 2014/2015. The research subjects were 30 students consisted of fourteen boys and sixteen girls. Their age range was from ten to twelve. The description of the research subject is clearly presented in the table below:

Table 2.1: The description of the students

The number of the research subjects	Gender		Age		
	Boy	Girls	10	11	12
30	14	16	4	22	4

The fifth grade students of SDN Tegalrejo 2 had different characteristics. They were talkative and always answered most of the questions. Most of the students had a good speaking skill they could sing a song with a correct pronunciation or make some utterance using English. Only a few students were very active during the lesson and some of the students were very smart they could do the task quickly and understood the learning material easily. On the other hand, some of them were very shy and sometimes they could not finish the task.

b. The description of students' needs and learning needs

The students' needs and student learning needs data were collected from the students' questionnaires and the English teacher interview. All of the data were analyzed before developing the media. The results of needs analysis were presented in the following explanation:

1. The result of students' needs analysis questionnaires.

From the students' needs analysis questionnaires the researcher can collect information about students' learning interest toward English. Student background and students' learning need. The results of needs analysis were used as a guidance to develop the media. The result of students' learning interest toward English can be seen through the following table:

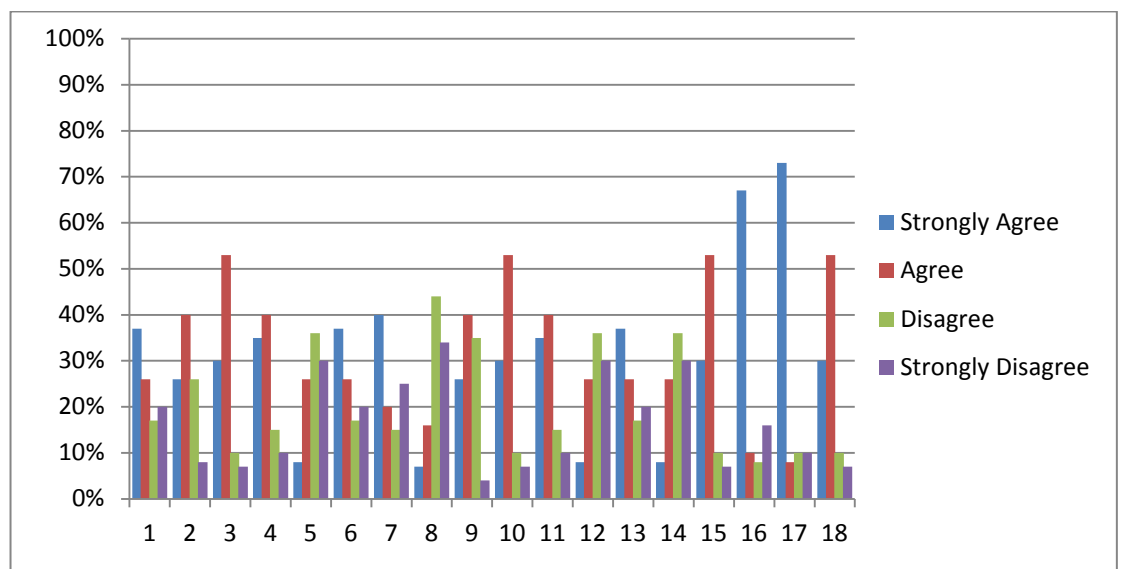


Figure 1.1: The Result of Student's Questionnaires for Needs Analysis

The result showed that most of the fifth grade students of SDN Tegalrejo 2 had a good interest toward English. From the first statement, it can be seen that most of the students declared that they liked learning English. Besides, the sixth statement, which supported the first statement, declared that more than 50% of students like to hear English story. It can be concluded that the students had high motivation in learning English.

In addition, from the three questions answered about student's learning interest, it can be concluded that most of the students had a high desire to learn English. Moreover, the result from students' learning techniques strengthened the fact that the students needed interesting activities to make them enjoy in learning English. Learning media can help young learners because their understanding comes not only from explanation, but also from what they see, hear and touch.

The other instruments were interview. The interview was for the English teacher. Interviewing the English teacher was conducted to gain more information about teaching method, student's interest and student's behavior. The English teacher's interview can be seen in the appendix E.

Based on needs analysis of questionnaires and interview, the researcher concluded that fifth grade student of SDN Tegalrejo 2 needed interesting media to facilitate them in learning English. Furthermore, young learner need appropriate learning media to help them in learning foreign language. As a result this research study developed a talking puppet media.

2. Designing the Media

a. Course grid

After conducting needs analysis, the course grid for the media was developed. The course grid of a talking puppet media for teaching listening was developed based on the needs analysis. The component of the course grid can be seen in the table below and the complete course grid is on appendix B.

Table 3.1 Component of Course Grid

TH	I	LM			TA	M
		T	G	V		

Note:

1. TH : Theme
2. I : Indicators
3. LM : Learning Material
4. T : Text
5. G : Grammar
6. V : Vocabulary
7. TA : Teaching learning activities
8. M : Media

The course grid was designed based on the theme-based teaching method. In the “TH” Column there was one theme chosen, namely “Food and Drink”. The “LM” Column was divided into three Columns there were: text, grammar and

vocabulary. Moreover, in the “T” Column there was narrative text which provided many adjective and noun. In addition, in the “M” Column there were Talking puppets.

b. Transferring the idea

The idea of how to make a good talking puppet was transferred in this step. Here, an outline of audio for delivering the learning material was made. The learning materials that will be delivered by talking puppet were selected based on the course grid and lesson plan. The first material will be recorded for output and another material was the printed material for teacher guidance.

c. Designing the puppet

The media used hand puppet. Basically, hand puppets were easy to move so the English teacher could use this media easily. This puppet should fit to the hand so it will be easier for the user to control the movement. The design of hand puppets was based on the “very hungry caterpillar” story. The following pictures were the plan for the hand puppets as the character in the “very hungry caterpillar” story.

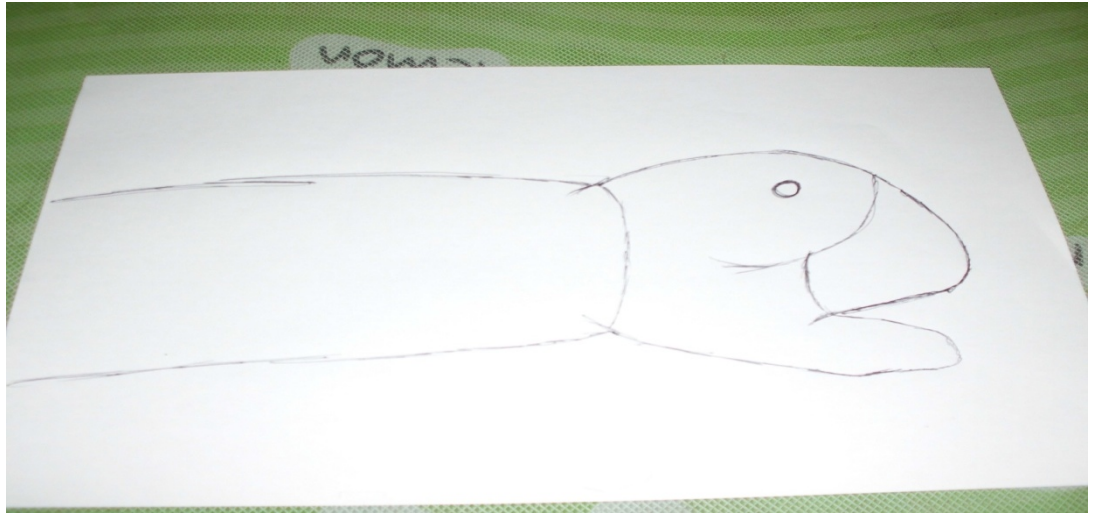


Figure 2.1 :Design of hand puppet

d. Designing the background

In this step, the background of “very hungry caterpillar” story was designed. The background could support to gain students attention until the end of the story. It also made the story looks better because it helps the students to understand both of setting time and setting of place.



Figure 2.2: The Background of “The very hungry caterpillar” Story

3. Developing the Media Based on the Design

a. Producing the puppet

After transferring the idea and designing, the puppets were made. This kind of puppets was hard to be made. The puppets were made from pair of cotton socks with some modifications. After the hand puppets were finished, the eyes were added from cloth button. The following are the pictures of the puppets:



Figure 2.3: Grey Hand Puppets



Figure 2.4: Brown Hand Puppets

b. Creating the audio material

There were two forms of the learning material in this research. The first material was the audio for output and another material was the printed material for teacher guidance. The story of “very hungry caterpillar” was

adapted and modified from www.storyjumper.com. Moreover, the story transcripts have been printed same as the audio output. The transcript of the story is shown below:

The Very Hungry Caterpillar

In the light of the moon a little egg lay on a leaf. One Sunday morning the warm sun came up and – pop!- out of the egg came a tiny and very hungry caterpillar. He started to look for some food. On Monday he ate through one apple. But he was still hungry. On Tuesday he ate through two pears, but he was still hungry. On Wednesday he ate through three plums, but he was still hungry. On Thursday he ate through four strawberries, but he was still hungry. On Friday he ate through five oranges, but he was still hungry. On Saturday he ate through one piece of chocolate cake, one ice- cream cone, one pickle, one cheese, one slice of meat, one lollipop, one cherry pie, one sausage, one cupcake and one water melon. That night he had stomachache! The next day was Sunday again. The caterpillar ate through one nice green leaf, and after that he felt much better. Now he was not hungry any more and he was not a little caterpillar any more. He was a big, fat caterpillar! He built a small house, called a cocoon, around him. He stayed inside for more than two weeks. Then he nibbled a hole in the cocoon, pushed his way out and he was a beautiful butterfly!

Figure 2.5: The Transcript of the Story

4. Implementing the Media to the Students;

Teaching and learning activities in the classroom were developed based on PPP (Presentation-Practice-Production) method. Talking puppets media and some flash cards were used In delivering the learning materials. The teaching-learning activities are described below.

Presentation

a. Giving input to the students

In this step the teacher should introduce new vocabularies as the input before activities. Flashcards were used in this step. The teacher showed the pictures to the students and asked them to listen and repeat. The pictures should be clear enough so all students could understand it. The following are the flashcards used to give an input to the students.



Figure 3.1: Flashcard picture

b. Sing a song

After the first activity, singing a song was conducted. This step is aimed to stimulate the students' psychomotor. Before the song began, the rules were explained by the teacher. Then the teacher and the students sang a song together.

Practice

In this stage, talking puppet was used to deliver the material. The teacher used it in front of the class. There were two parts in this stage:

1. Stating the Title and introduce the characters

The teacher wrote the title on the white board and pronounced it. Then, the characters of "very hungry caterpillar" were introduced by the teacher. The researcher only used one puppet in the story.

2. Telling the story

The story began after the teacher pushed the button on the media. The story should be repeated more than twice so that the students could understand the learning material and memorize the vocabularies. If the English teacher could catch the story or the main points, they could read the transcript in the teacher guidance book in the appendix. While listening to the audio, the students also did task

1.

c. Task 1

The first task was match pictures with the right words by drawing lines. In this activity, the flashcards were stuck on the whiteboard. Then, the name of each picture in the flashcard was written by the teacher. After that, the teacher asked the students to connect a picture with the right word by drawing lines on the whiteboard.

d. Task 2

The vocabularies about the story were introduced using flash cards before this task. In this task, the teacher pronounced some vocabulary about food that the characters ate in the story. After that, the students asked to color the picture. The following is the example of the second task and the complete task can be seen in appendix.

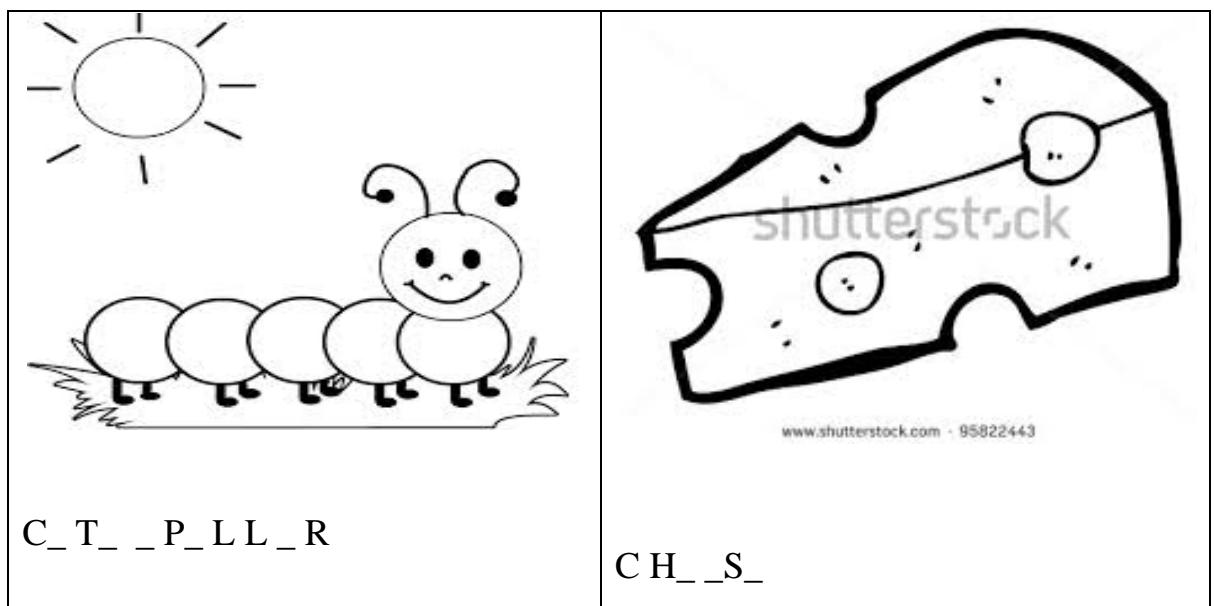


Figure 3.2: The Example of the task 2

e. Task 3

After task 2 was done, the students did task 3. This task was aimed to measure the students understanding. The teacher gave a command to arrange the picture and make a good story by putting numbers in the boxes. The teacher gave a command to arrange the picture and make a good story by putting numbers in the boxes after explained the instructions. The following is the example of the third task and the complete task can be seen in appendix.



Figure 3.3: The Example of the task 3

Production

Task 4

The students' understanding about the story was checked in this final task. Ten questions were provided in this task. The teacher gave a table which provided some fruit that characters ate in the story. After that, the teacher gave instruction to put checklist in the right boxes. The following is the example of task 4. The complete task is on the appendix.

Food	Monday	Tuesday	Wednes- day	Thurs- day	Friday	Satur- day	Sunday
------	--------	---------	----------------	---------------	--------	---------------	--------



Meat



Strawberry

Figure 3.4: The Example of the task 4

5. Evaluating the Talking Puppet.

Before the media were implemented for the teaching of listening to fifth grade students of SDN Tegalrejo 2, it was assessed by some English teachers. There were three aspects to be assessed. They were the syllabus and program content, materials of instruction, and media. The blue print of English teacher evaluation questionnaires can be seen below:

Table 3.2: The Blue Print of English Teacher Evaluation Questionnaires

The Purpose	Question number	Number of Items
The syllabus and program content	1-9	9
Material instruction	10-16	7
Media	17-21	5
Total of items		21

The blue print was transformed into questionnaires. Then, the questionnaires were handed out to the English teacher to get some evaluation and suggestions. There were 10 English teachers who participated in the assessment of talking puppet media. The result of the syllabus and program content from English teachers' evaluating is shown below:

Table 3.3: The Result of the Syllabus and Program Content from English

Teachers' evaluation.

Question Number	Questions	Scores
1	The instruction is relevant to the Basic Competency.	4
2	The indicators are appropriate to Basic Competency.	3
3	The target audiences of the instructions are clear.	4
4	The materials taught are complete.	2
5	The instructions used are clear.	3
6	The media used are attractive.	4
7	The media are easy to be used.	4
8	The assessment items are appropriate to Basic Competency.	3
9	The assessment items are appropriate to the indicators.	4
Mean		3,4

It is shown by the table above that mean value of syllabus and program content got 3,4. The result shows that the syllabus and program content were very

good. It means, the syllabus and program content used in talking puppet media were accepted by most of the English teachers.

Table 3.4: The Result of the Materials Instruction

Question Number	Question Number	Scores
10	The materials taught are clear.	4
11	The language use is clear.	3
12	The pictures used in the talking Puppets are suitable.	3
13	Talking puppets help students in understanding the story	4
14	Talking puppets help students to develop listening skill.	3
15	The story used in talking puppets is appropriate for student' level	3
16	The target languages (grammars,functions,vocabularies) are relevant for students' level.	2
Mean		3,14

The table showed that the mean of material instructions was 3,14 . It means that this item is categorized into a good material instruction. Because its position in the interval between $2.25 \leq X \leq 3.24$. The material instruction was appropriate with some suggested revisions.

Table 3.5: The Result of the Media Evaluation by English Teachers

Question Number	Questions	Scores
17	The media can catch students attention	4
18	The media make students active in teaching and learning process	3
19	The sceneries are easy to be moved	4
20	The media are easy to be moved	4
21	The puppets are easy to be operated.	3
Mean		3,6

From the table above, the mean value of the media was 3,6. It can be concluded that the media were very good. It means that the talking puppet media was accepted because its position in the interval $3.25 \leq X \leq 4$. The mean value of syllabus and program content was 3,4 , the learning materials was 3,14 and the media was 3,6. It can be concluded that the Talking puppets were appropriate to teach listening for fifth grade students. However, the media for teaching listening were considered feasible with some suggested revisions.

B. Revising the Media

In order to improve the quality of the media, there were some comments and suggestions to make the media more feasible based on the English teachers' evaluation questionnaires. The revision is about the media and content of students' workbook. The detailed of the media revision are explained below.

a. Revision 1

The first revision was about the flashcard. Before the main activity, the teacher showed the student some flashcards. The suggestions from English teachers are described in the table below.

Table 4.1: Suggestion for Revision I

Revision Target	Description	Suggestion
Media	The flashcards were too small and thin.	Try to make it bigger.

Based on the suggestions above, the researcher changed the flashcard from hvs paper into matte paper and made it bigger. The difference between before and after revision can be seen in the picture below.

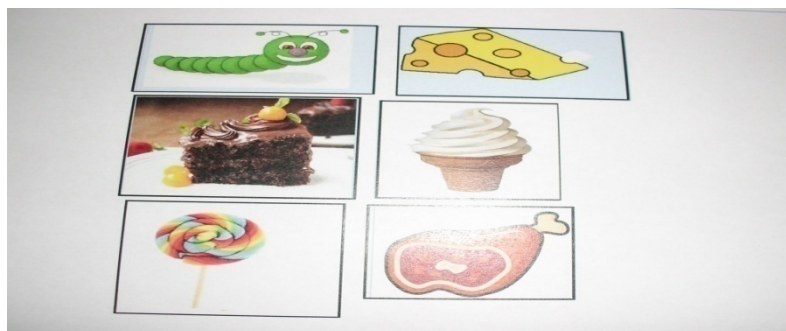


Figure 4.1: Flashcard before revision

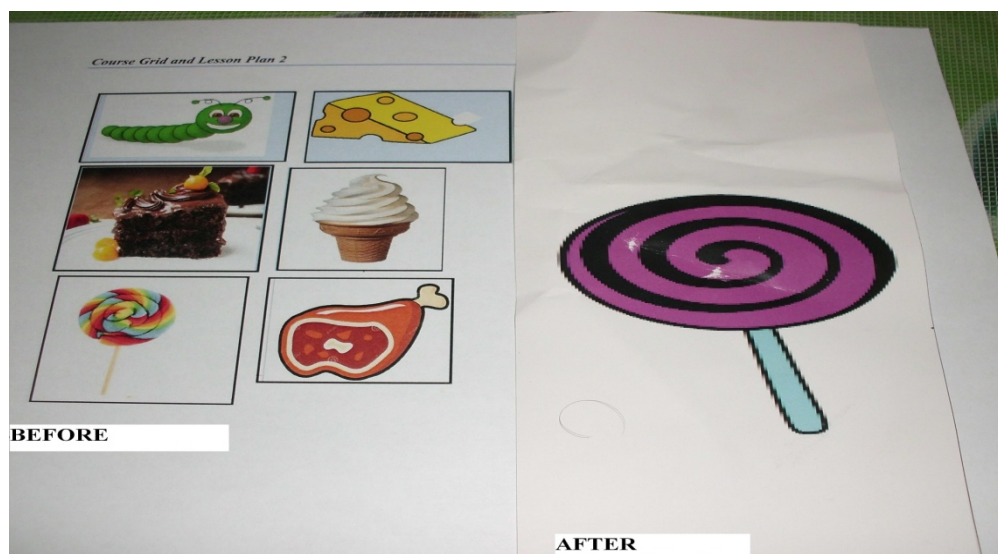


Figure 4.2: Flashcard after revision

b. Revision II

The second revision was about the content in the students' workbook. There were two part of students' workbook which should be revised. They were the instructions and the activities. The suggestions from English teachers are described in the table below.

Table 4.2: Suggestion for Revision II

Revision Target	Description	Suggestion
Students' assessments	There is no Indonesian instruction in the assessment.	Make the instructions clearer and give the Indonesian instructions.

	The task 2 is not appropriate enough for the students.	The 5 th grade student did not like to coloring I think it will be good if the task are revised.
--	--	---

According to the English teacher there were no Indonesian instructions in the task. It would make the elementary students confused. The teacher suggested to put Indonesian translation below the English instruction. The difference between before and after revision can be seen in the picture below.

Figure 4.3: Instruction before Revision

<p>Task 1</p> <p>Match pictures with the right words by drawing lines.</p>
--

Figure 4.4: Instruction after Revision

<p>Task 1</p> <p>Match pictures with the right words by drawing lines.</p> <p>(Jodohkan gambar dengan kata yang tepat menggunakan garis)</p>
--

Second, some of English teacher said that activities used in the student workbook did not appropriate for fifth grade students. They suggested changing the activities in the task. The English teacher said that 5th grade student did not like coloring picture and the task was not appropriate for them. The following is the difference between before and after the task evaluated.

Figure 4.5: Task before Revision

Listen to the audio from the media then coloring the pictures and write the name of the pictures based on the audio.
(Dengarkan audio dari media lalu berilah warna pada gambar dan tulislah nama gambar sesuai dengan audio)

Figure 4.6: Task after Revision

Listen to the audio from the media and write the name of the pictures based on the audio.
(Dengarkan audio dari media lalu tuliskan nama gambar berdasar audio)

c. Revision III

There were some suggestions from English teacher's which did not have many effects when they were applied for the revision. The suggestions were described in the table below:

Table 4.3: Suggestion for Revision III

Revision Target	Description	Suggestion
The media	The scenery was too small.	Try to make it larger.

An English teacher said that the size of scenery was too small compared to the hand puppet. However, her suggestions not really affected when the talking puppets were used in the teaching learning process because the students still enjoy

it. In addition, with the first size, actually the scenery were easier to be carried everywhere.

In conclusion, the talking puppet media did not need some revision anymore. It was because the suggestions given by the English teacher did not have crucial impact to the teaching learning process.

C. Try out the Media

The talking puppets media for teaching listening to young learners were tried out for the fifth grade students of SD Negeri Tegalrejo 2. The try out were done on March 2015. The try out was just one meeting. The tryout was divided into three parts: presentation, practice and production. The activities in the class were based on the course grid which could be seen on the appendix B. The researcher got 2x45 minutes to try out the media. More detailed moments in teaching learning process were explained below.

1. Presentation

The meeting was conducted on 5th March 2015. There were 30 students joined in the meeting. In the presentation session, the researcher delivered information about food and drink. The researcher introduced the new vocabulary using flash cards. After that, the researcher asked the students to sing a banana song together. They were listening, repeating and doing some actions when sing the banana song. In this session, the students were very enthusiastic.

2. Practice

In this stage, the talking puppet was used in teaching and learning process. The story of "The Very Hungry Caterpillar" were delivered using the media. The students were listening and repeating. The researchers got some problems. First, the students were too interested in the talking puppet. It made most of the students scrambled to sit near the media but the researchers could handle this situation. The second problem, some of students who sat near the media try to grab it and made the other students could not concentrate. Some commands were given to stop the students grab the media and some suggestions were given to make the other students keep concentrate. Based on the situation, it can be concluded that the talking puppet media successfully attracted the students' attention.

3. Production

The last stage was production. The researcher drilled the students with the vocabulary while they were listening again to the talking puppet. Then, the students were given a table which provided some fruit that characters ate in the story. Most of the students were so excited to complete the task. In this stage, the students could be handled well. Some students raised their hand to ask some questions about the task. All of the activities in this meeting ran smoothly.

D. Evaluating the Media

This stage was done after the try out of the media in SD Negeri Tegalrejo

2. The talking puppets media was evaluated by the fifth grade students and the English teacher. The data to evaluate the media were collected from the students' questionnaire and the English teacher's evaluation interview. The transcript of the interview can be seen in the appendix E. The following are some suggestions from the students:

a. Evaluation 1

First evaluation was from the students. A student said that the puppet did not like a caterpillar because it has ears. He asked whether caterpillar had ears ?

...A students asked a question related to the puppets. He asked, “ *Mister, apakah caterpillar punya telinga di kepalanya?*”

(Appendix G/2)

Figure 5.1: Field Note for Evaluation 1

Based on the suggestion above, the puppets were revised. The researchers cut the ears of the puppets. The difference can be seen in the following pictures.



Figure 5.2: Hand Puppet before Revision



Figure 5.3:Hand Puppet after Revision

b. Evaluation 2

The next evaluation was about the background. A student said that the background was easily ripped. He stated the background was too thin so it will easily rip.

A student gave a statement related to the background. He stated, “mister bakcground nya terlalu tipis jadi mudah sobek kayaknya misal kita mainin.”
(Appendix E/2)

Figure 5.4:Student’s Interview for Evaluation 2

Based on the student’s suggestion, the background were revised. The picture were printed again on paper, then the picture were glued on the cardboard. Next, the double tip was added in every corner of the background. The difference between the background before and after the revision could be seen in the following pictures:



Figure 5.5:Scenery before Revision



Figure 5.6:Scenery after Revision

E. Discussion of the Final Product

Talking puppets media were implemented and evaluated by the fifth grade students of SD Negeri Tegalrejo 2. Moreover, Talking puppets also revised by English teacher. Based on the revisions and the evaluations, the media were suitable for teaching listening to young learners especially fifth grade students. The following explanations are the main parts of the media.

1. Materials of instructions

The materials of instructions used in the media got more than 82% in percentage of items based on the English teachers questionnaires result. It means that the material in the media were acceptable because they got more than 60% in percentage of items. In addition, there were no revisions and evaluations for the materials.

2. The syllabus and program content

Based on the English teacher' evaluation questionnaires, the syllabus and program content got more than 82% in percentage of items. It means that these parts were feasible and suitable for teaching of listening to young learners. Moreover, there were some revisions which were done before the media were used in the class. In contrast, there were no evaluation for the syllabus and program content given by the students after the implementation of the media.

3. Media

This media got 84% in percentage of items. However, it should be revised based on the English teachers' and students' suggestions. Nevertheless, the suggestions were not done because of some reasons. The main reason was that media could be used normally without the suggested revisions.

F. Limitation of the Product Development

Talking puppets which had been developed in this research study could only be used as media for the teaching of listening. This teaching aid is only hand made so the durability of this media is not as good as a factory production. The user should keep it away from fire because the puppet made from cotton. On the other hand, other macro skills are needed different media. Moreover, the activities provided here could only assess the students' understanding in listening skills. In addition, this media could only be used to teach third grade students of elementary schools. Other students in different levels need different learning media.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion of the Product Development

Talking puppets were aimed to help English teachers in teaching listening skill to young learners. The media were developed based on the ADDIE design model. The steps in the media development were conducting needs analysis, formulating instructional design, developing the designed media, implementing the products and evaluating the media. There are two products developed in this research study. They were Talking puppet media and teachers' guide book.

There were three main parts in developing the talking puppets. They were designing the puppet, producing the puppet and printing the background. There were two puppets in this media. The puppets were made from cotton with some addition item such as eyes and fur. Moreover, the background was printed on matte papers. In addition, the story was supported by the background that was printed and modified. The backgrounds should be thick and well-preserved so they modified on the cardboard with some glue.

The other product developed to support the learning media were teacher's guide book and students' workbook. The teacher's guide book was for the English teachers. This book was aimed to help the English teacher in using or operating Talking puppets media for teaching listening to young learners. This guide book contains of: (1) Course grid and lesson plan; (2) Steps in using Talking puppet

media; (3) Script of the story; and (4) assessment and key answers. The learning activities were divided into three sections. They were presentation, practice and production.

After developing the media, needs analysis, evaluation and revisions were conducted. The revisions were from ten English teachers as the respondents. The revisions were done before the implementation of the product. Moreover, based on the English teachers' evaluation questionnaires, the syllabus and program content and the media got more than 3,25 in mean value. On the other hand, the mean value of material instructions was 3,14. It means that Talking puppet media was very good for teaching listening. On the other hands, some suggestions for better media were also given by the English teachers and the revisions were done based on the suggestions.

There were some problem during the research. The most affected problem was how to make the puppet. The puppet used in this research study was hand puppets. Hand puppets should fit to the user hand in order to make it easily handled. Finally, the puppet made from cotton were chosen because it will make the puppet easier to be moved and because it is elastic.

B. Suggestion of the product usage

There were three main aspects to be considered in using the talking puppets media. They were students, location and time management. All of this aspect influenced the result of media usage by the teacher. The English teacher should be aware of those three aspects. The following is the description of those aspects:

1. Students

Talking puppets designed for teaching English to young learners. This teaching aids could be used to teach the elementary school students in the age around 7-12 years old. It can be used in a small class with a students around 20-25 or big class with a number of students around 25-35. The teacher can make a big circle to handle a big class.

2. Location

The classroom or location for teaching learning process should be large, comfortable and the most important thing is quite. The audio should be clear enough so all of the students could listen the audio.

3. Time Management

The English teacher should be aware about the students' condition because teaching listening with talking puppet media spend a lot of time. They should not make the students get bored while listened to the audio. The English teacher can insert some jokes to attract students' attention while they are bored.

C. Implication and Further Product Development

Talking puppets was a good media to teach listening to the third grade students according to the result of the research study. There were two aspects which supported the media as good media. First, the learning media can attract student attention in a long time. The students said that they like the audio and the form of the puppet. They also got excited to learn English after the activities.

Second, the media made teaching and learning process enjoyably. There were many activities provided in the teaching learning process. The students also enjoyed the activities because the activities and the task were appropriate for the students' level. In addition, most of them liked to listen to stories. They also remembered some detail of the story. It was proven by the students' assessments. Moreover, based on the conclusions above, the following suggestions are offered.

1. Elementary schools

Elementary schools should increase the learning media, learning resources and the facility to support the teaching learning process. Talking puppet media can be developed or multiplied as the interesting media.

2. English teachers

English teachers have to teach the lesson in fun ways and use songs, games or learning media because the children need them. A teacher should be clever in creating conducive situation; try to apply other teaching strategies so that the class becomes alive. Young learners like to learn English in fun ways or when they

enjoy the situation. The English teacher can use talking puppet media to gain students attention and increase their motivation in learning English.

3. Media Developers

This puppets is recommended for teaching of listening because the talking puppets can attract students' attentions in a very long time and increase their learning motivation. Media developers are expected to develop this media by combining his/her idea to create a new invention.

4. English Department Students

English department should support the media development. Their supervision and attention are expected to promote the talking puppets. So, this teaching aids can be used in many other schools.

5. Other Researchers

Other researchers who are interested in using talking puppets are suggested to conduct other studies on the same issues in other levels of education. It is expected, there would be further studies on teaching English using puppets.

References

- Arsyad , A. 2002 . *Media Pembelajaran*. Jakarta: Raja GrafindoPersada
- Bell, J. 2001. *Puppets, Masks, and Performing Object*. Cambridge: New York University Press
- Borg, W. R .and Gall, M.G. 1983. *Educational Research: An Introduction*.4thEd. New York: Longman Inc.
- Brewster, J. &Ellis,G.. 2002. *The Primary English Teacher's Guide*: London : Penguin Longman
- Brown, H. 2004. *Language Assessment: Principle and Classroom Practice*. New York: Longman
- Bull, V. 2000. Oxford: *Advanced Learners Dictionary*. New York: Oxford University Press
- Brown, H.Douglas. (2000). *Principles of language Learning and Teaching 4th Edition*. New York: Addison Wesley Longman, Inc.
- Geisert, P. G and Fatrell, M. K. 1995.*Teachers,Computers and curriculum*: Micro Computers in the Classroom. Michigan: Allyn and Bacon.
- Gerlach,V.S. and D.P, Elly. 1980. *Teaching and Media, a systematic Approach*. New Jersey: Prentice Hall.
- Graves,K. 2000. *Designing Language Courses: A guide for teaching*. Boston: Thomson Learning

- Harmer, J. (2001). *The Practice of English Language Teaching*. Edinburgh Gate,
Harlow: Pearson Education Limited
- Hughes, Glyn S. 2001. *A Handbook of classroom English*. New York: Oxford
University press
- Hutchinson, T .and Waters. 1987. *English for specific purposes*. Cambridge:
Cambridge University Press
- Kimtafsirah. 1998. *Media Pembelajaran Pendidikan*. Bandung: Depdikbud.
- Lever-Duffy, Judy and Jean B McDonald. (2009). *Teaching and learning with
Technology (Third Edition)*. New York: Pearson Education, Inc.
- Lewis, J. 1973. *Types of Puppet*. London: Longman, Group Ltd
- Linse, C. and Nunan. 2005. *Practical English Language Teaching: Young Learners*.
New York: Mc-Graw Hill
- Pinter, Annamaria. 2009. *Teaching Young Language Learners*. New York:
Oxford university press.
- Richards, J. 2001. *Curriculum Development in Language Teaching*. Cambridge:
Cambridge university press
- Slaterry, W and Willis, J. 2003. *Teaching for Foreign Language*. New York:
Oxford University Press.

Sudjana and Rifai. 2009. *Media Pengajaran*. Bandung: Sinar Baru Algesindo

Suharto, G. 2008. *Statistika*. Yogyakarta: UNY Press

Suyanto, W . 2013. *Pedoman Tesis dan Disertasi*. Yogyakarta: UNY Press

Tomlinson, B .2002. *Materials Development in Language Teaching* .Cambridge :
Cambridge University Press

APPENDICES

APPENDIX A
ENGLISH TEACHER AND
STUDENTS LIST

1. English Teachers List

No	Nama	Job	Institution
1	Danisia Puji Wahyuni	Tutor	FEC UNY
2	Desi Sugiarti	Tutor	Purikids
3	Dita Arintia	Tutor	FEC UNY
4	Festri Yudanika	Private Teacher	Purikids
5	Fahrur Rizki	Tutor	FEC UNY
6	Hani Klafrina	Private Teacher	Purikids
7	Lucia Retno Widiastuti	Teacher	SDN Tegalrejo 2
8	Meta Swasti Naraswari	Tutor	FEC UNY
9	Muh. Yusuf Arif Nur Rahmat	Tutor	FEC UNY
10	Zida Malichhah	Tutor	FEC UNY

2. Students List

No	Nama	Age	Gender
1	Adam Barokah	11	Boy
2	Adinda	11	Girl
3	Ailsa Anindya Early	11	Girl
4	Alvian Purwansyah	11	Boy
5	Andriyanto	11	Boy
6	B. Vian Mahendratama	12	Boy
7	Dimas Payiz Indriansyah	11	Boy
8	Dimas Hidayat Nur wakhid	11	Boy
9	Erika Nia Prakoso	11	Girl
10	Fauzan Adi	11	Boy
11	Ficky Alfian	11	Boy
12	G.N.Y Ngurah Yogia Lavandiska	11	Girl
13	Karina Masita Dewi	11	Girl
14	Kenzha Shafika Ristanto	11	Girl
15	Lisaini Rahma Pramadya	12	Girl
16	Mochamad Adeyana Putra	11	Boy
17	M.M Hanry Sungsang Z	11	Boy
18	Muh.Irvan Hidayat	12	Boy
19	Naufal Nafish Mohammad	12	Boy
20	Risang Sakha Purwandhanto	11	Boy
21	Riyandita Nur Latifa	11	Girl
22	R.Vito Bima Saputra	11	Boy
23	Siska Mayasari	11	Girl
24	Sylvianita Ayu Dewi Amalia	11	Girl

25	Yoryan Elisa Tanya Putri	11	Girl
26	Verlian Jovana Putri	11	Girl
27	Salma Nur Sabrina	10	Girl
28	Annisa Dwi Nurani	11	Girl
29	Stefani Karenina	10	Girl
30	Sophie Aprodhita A	11	Girl

APPENDIX B

COURSE GRID

COURSE GRID

Theme	Indicator	Learning Material			Teaching Activity	Media
		Text	Grammar	Vocabulary		
Food and drink	<p>*Students are able to identify some words by doing some actions</p> <p>* Students are able to find specific picture while listen to the audio.</p> <p>*Students are able to identify specific event</p> <p>* Students are able to fill in the food table based on the story.</p>	<p>Narrative text of very hungry caterpillar</p> <p>*purpose: to entertain the reader or listener.</p> <p>*Structure of the text: Orientation Complication Resolution</p> <p>*Characters: -Very hungry caterpillar.</p> <p>Moral value: Don't be</p>	Simple past tense.	<p>Verb:</p> <p>* Started</p> <p>*Ate</p> <p>*Built</p> <p>*Called</p> <p>*Nibbled</p> <p>* Pushed</p> <p>Noun:</p> <p>*Egg</p> <p>*Apple</p> <p>*Orange</p> <p>* House</p> <p>Adjective:</p> <p>*a little</p> <p>*Big</p> <p>*Fat</p> <p>*tiny</p>	<p>Opening:</p> <p>1.Greeting</p> <p>2.Praying</p> <p>3.Checking attendance</p> <p>4.Stating learning objectives</p> <p>Presentation:</p> <p>The teacher gives information about food and drink. The teacher introduces the vocabulary using flash cards.</p> <p>After that, the teacher and students sing a banana song together.</p> <p>The teacher explains about food and drink then asks the students to repeat the words.</p> <p>Practice:</p> <p>*Teacher uses a hand puppet and plays the</p>	<p>*Flash cards</p> <p>*Talking puppets</p>

		greedy		<p>Adverb:</p> <p>*In the light.</p> <p>*One Sunday morning</p> <p>*On Wednesday</p>	<p>sound.</p> <p>*The teacher moves his hands as the story mentioned by the talking puppet sounds</p> <p>*The teacher sticks some picture in the white board and gives the students instruction to connect some pictures with the right word.</p> <p>*Teacher replays the talking puppet media and the students are asked to color the picture given based on the story.</p> <p>*The teacher introduces new vocabulary after the students have mastered the vocabulary before.</p> <p>*The teacher gives a command to arrange the picture and make a good story by putting numbers in the boxes</p> <p>Production:</p> <p>*The teacher drills the students with the vocabulary while listening again to the</p>	
--	--	--------	--	--	---	--

					<p>talking puppet.</p> <p>*The teacher gives a table which provides some fruit that characters eat in the story. After that, teacher gives instructions to put checklist in the right boxes.</p> <p>Closing:</p> <p>1.Checking understanding</p> <p>2.Reviewing the materials</p> <p>3.Saying a prayer</p> <p>4.Greetings</p>	
--	--	--	--	--	---	--

APPENDIX C

LESSON PLAN

Lesson Plan

Rencana Pelaksanaan Pembelajaran RPP)

Institution : SDN Tegalrejo 2

Academic year : 2014/2015

Subject : English

Grade/Semester : Fifth/2

Time allocation : 2x45 minutes

Language Focus : Listening skill

Text type : Narrative text

Theme : Food and drink

Basic competence

1.1 Understanding of a very simple story by responding the instruction.

1.2 Understanding of a very simple story by doing some actions

Indicators:

1. Students are able to identify some words in the story.
2. Students are able to find specific picture while listen to audio.
3. Students are able to identify specific event.
4. Students are able to fill in food table based on the story.

Learning objective

By the end of the lesson, the students are expected to be able to:

1. Memorize new vocabulary.
2. Find specific picture.

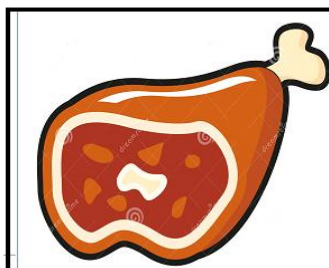
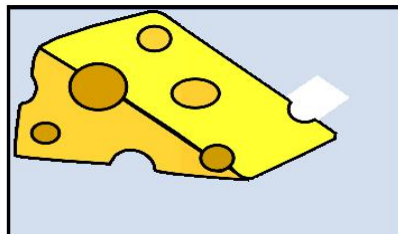
3. Identify specific event.

4. Fill in the food table based on the story.

Learning material

1. Look at the picture and then listen to the teacher and repeat after him/her

FLASH CARD



Taken from Clipartpanda.com

2. Talking puppet

Very Hungry Caterpillar

In the light of the moon a little egg lay on a leaf. One Sunday morning the warm sun came up and – pop!- out of the egg came a tiny and very hungry caterpillar. He started to look for some food. On Monday he ate through one apple. But he was still hungry. On Tuesday he ate through two pears, but he was still hungry. On Wednesday he ate through three plums, but he was still hungry. On Thursday he ate through four strawberries, but he was still hungry. On Friday he ate through five oranges, but he was still hungry. On Saturday he ate through one piece of chocolate cake, one ice- cream cone, one pickle, one cheese, one slice of meat, one lollipop, one cherry pie, one sausage, one cupcake and one water melon. That night he had stomachache! The next day was Sunday again. The caterpillar ate through one nice green leaf, and after that he felt much better. Now he was not hungry any more and he was not a little caterpillar any more. big, fat caterpillar! He built a small house, called a cocoon, around him. He stayed inside for more than two weeks. Then he nibbled a hole in the cocoon, pushed his way out and he was a beautiful butterfly!

3. Singing a "Banana song".

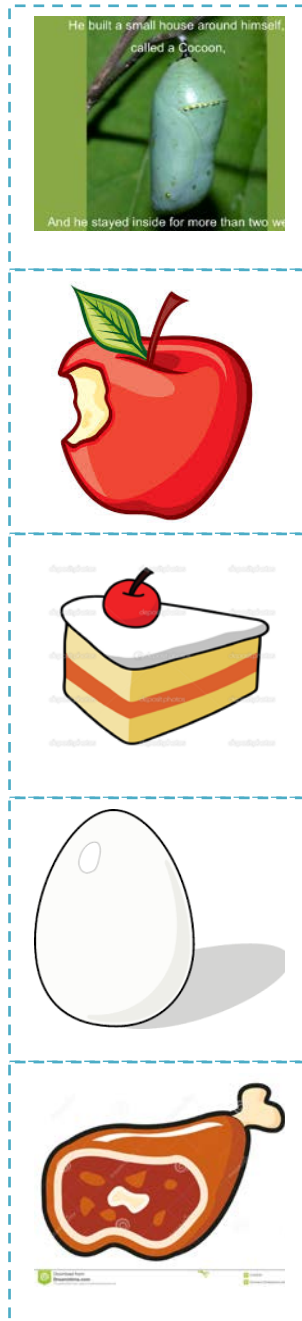
(menyanyikan lagu "Banana song")

4. Tasks

Task 1

Match pictures with the right words by drawing lines.

(Jodohkan gambar dengan kata yang tepat menggunakan garis)



CAKE

EGG

APPLE

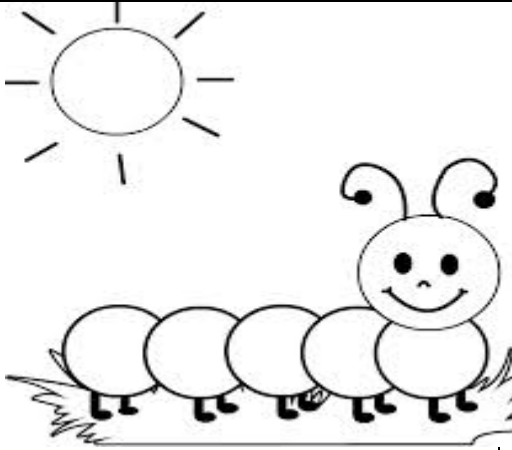
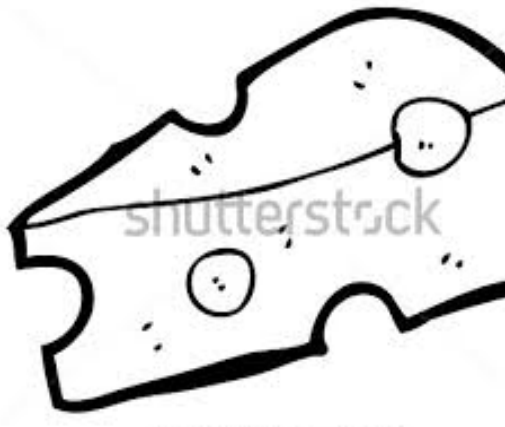

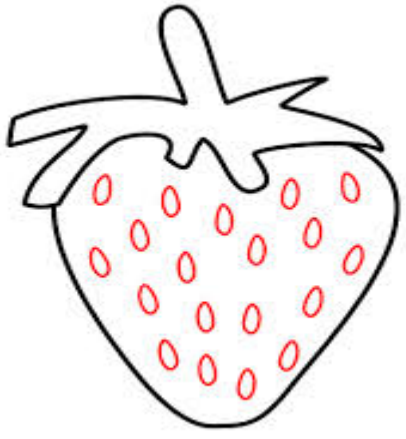
MEAT

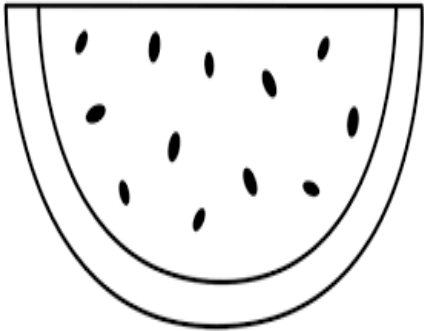
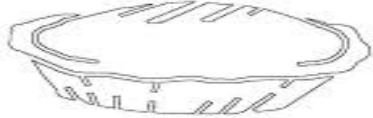
COCOON

Task 2

Listen to the audio from the media and then write the name of the pictures based on the audio.

(Dengarkan audio dari media lalu tulislah nama gambar sesuai dengan audio)

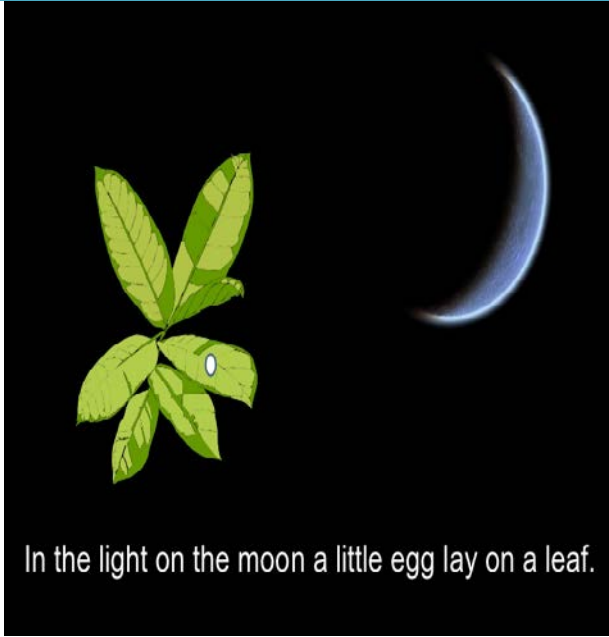

	 <small>www.shutterstock.com · 95822443</small>
C _ T _ _ P _ L L _ R	C H _ S _
	
O _ A _ G E	S _ R A _ E _ Y

 <p>W _ T _ _ M _ L _ N</p>	 <p>Pie Stencil www.spraypaintstencils.com</p> <p>P _ _</p>
--	---

Task 3

Put number 1 to 15 under the picture to arrange a story based on the audio.

(Masukan angka 1 sampai 15 di bawah gambar untuk menyusun sebuah cerita sesuai dengan audio)

 <p>In the light on the moon a little egg lay on a leaf.</p>	<p>On Saturday he ate through one piece of chocolate cake, one ice-cream cone, one pickle, one slice of swiss cheese, one slice of salami, one lollipop, one piece of cherry pie, one sausage, one cupcake, and one slice of watermelon. That night he had a stomachache!</p> 
<p>.....</p>	<p>.....</p>

He started to look for some food.
On Monday he ate through one apple,



But he was still hungry

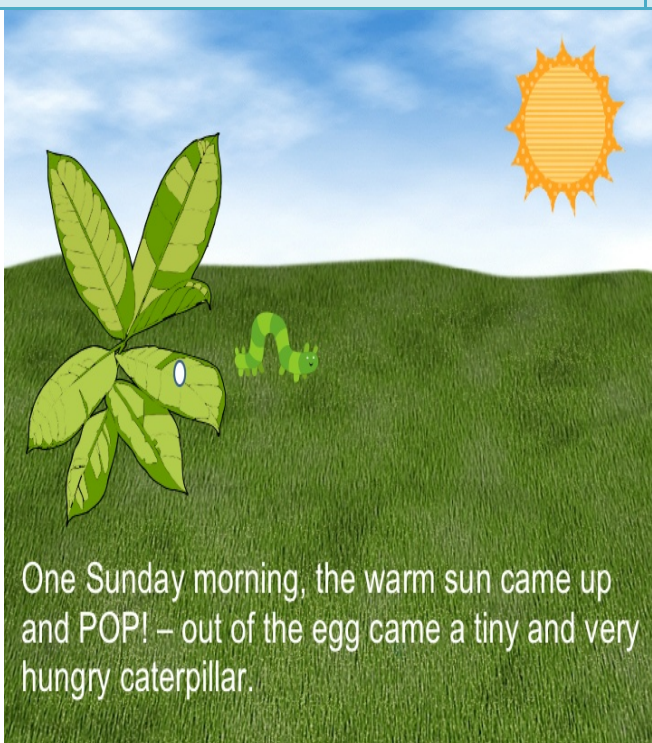
.....

On Friday,
he ate through five oranges,



But he was still hungry.

.....



One Sunday morning, the warm sun came up
and POP! – out of the egg came a tiny and very
hungry caterpillar.

.....

On Tuesday,
he ate through two pears,



But he was still hungry.

.....

On Thursday,
he ate through four strawberries,



But he was still hungry

.....

On Wednesday,
he ate through three plums,



But he was still hungry

.....

He built a small house around himself,
called a Cocoon,



And he stayed inside for more than two weeks.

.....

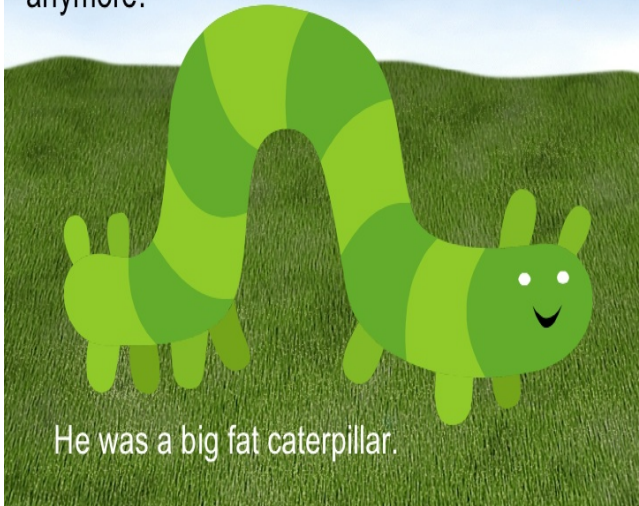
The next day was Sunday again. The
caterpillar ate through one nice green
leaf,



And after that he felt much better.

.....

But now he wasn't hungry anymore.
And he wasn't a little caterpillar
anymore.



He was a big fat caterpillar.

.....

Then he nibbled a hole in the cocoon, pushed
his way out, and



.....

He was a beautiful butterfly.



.....






The End

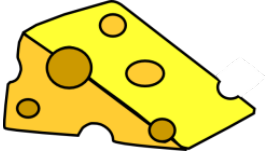




.....

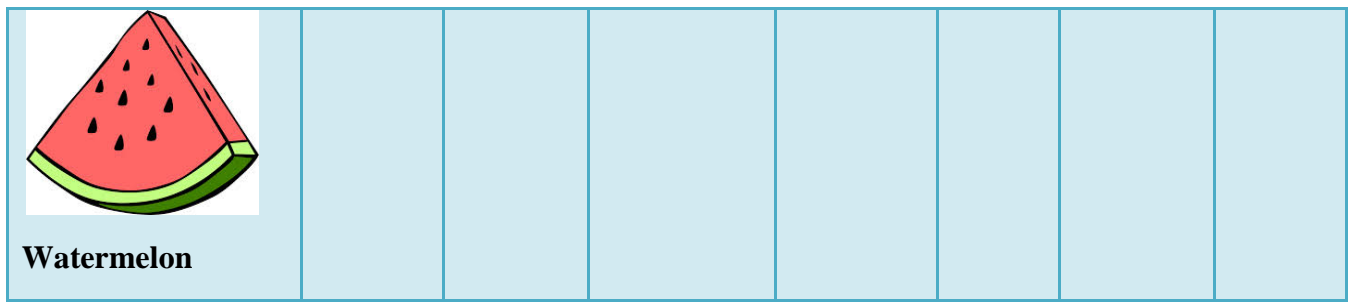
Task 4

Listen to the story once again and put a check (V) in the right boxes on the food table which character eat according to the story.

(Dengarkan cerita sekali lagi dan isikan tanda centang pada kolom yang sesuai dengan makanan yang di makan oleh tokoh berdasarkan pada cerita)

Food	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
 Meat							
 Strawberry							
 Lollipop							

 <p>Cheese</p>							
 <p>Cherry pie</p>							
 <p>Ice cream</p>							
 <p>Orange</p>							
 <p>Apple</p>							



Learning method

Presentation-Practice-Production (PPP)

Teaching learning activities

- 1) Opening (10 minutes)
 - a) Greetings
 - b) Praying
 - c) Checking attendance
 - d) Stating learning objectives

- 2) Presentation (20 minutes)
 - a) Students pay attention while teacher introduces the vocabularies.
 - b) Students are given pictures with some missing letters.
 - c) Students fill the blanks with the right letters.
 - d) Students memorize the new vocabulary given by teacher.

3) Practice (30 minutes)

- a. Students pay attention and listen carefully while teacher plays the talking puppet media.
- b. Students try to color the pictures when listen to the media.
- c. Students memorize the new words given by the teacher.
- d. Students are given some pictures related to the story.
- e. Students try to arrange the picture and makes a good story based on the audio by putting numbers in the boxes.

4) Production (20 minutes)

- a. Students pay attention and listen carefully (once again) to the media.
- b. Students repeat some words after the teacher.
- c. Students are given a table which provides a list of food.
- d. Students put check list (V) in the right boxes

5) Closing (10 minutes)

- a. Asking students whether they find any difficulties or not .
- b. Asking students if they have question related to what has been learned.
- c. Telling the students what has been learned today.
- d. Saying a prayer

Media

1. Talking puppet
2. Flash card

References

Some audio and pictures are taken from www.google.com with some modifications.

Assessment

Assessment technique : Written test

Indicators	Instruments	Score Rubric
Students are able to identify some words in the story	Task 1 Play game "what's missing". Task 2 Match pictures with the right words by drawing lines.	<u>RIGHT ANSWER</u> X 10 QUESTIONS
Students are able to find specific pictures while listen to the audio.	Task 3 Listen to the audio from the media then coloring the pictures based on the audio.	
Students are able to identify specific event.	Task 4 Put number 1 to 8 under the pictures to arrange a story based on the audio.	
Students are able to fill in the food table based on the story	Task 5 Listen to the story once again and put a check (V) in the right boxes on the food table which character eats according to the story.	

Yogyakarta, 3 Maret 2015

Mengetahui

Mahasiswa,

Guru

Lucia RetnoWidiastuti

YonkiPrastianAntoni

APPENDIX D

INSTRUMENTS

1. Students' Needs Analysis Questionnaires

ANGKET ANALISIS KEBUTUHAN SISWA KELAS 5

SD NEGERI TEGALREJO 2

A. Profil siswa

Petunjuk pengisian.

Isilah data di bawah ini sesuai dengan kondisi kalian.

1. Nama :

2. Umur :

3. Jenis kelamin :

4. Alamat rumah :

B. Potensi Siswa

Petunjuk pengisian:

Hai anak- anak, berilah tanda centang (✓) pada kotak yang tersedia sesuai dengan keadaan adik-adik. Perhatikan contoh pengisian berikut.

SS : Jika sangat sesuai dengan keadaan saya.

S : Jika sesuai dengan keadaan saya.

KS : Jika kurang sesuai dengan keadaan saya.

TS : Jika tidak sesuai dengan keadaan saya.

No	Pernyataan	SS	S	KS	TS
1	Saya suka pelajaran Bahasa Inggris.				
2	Saya lebih bisa mengerti pelajaran jika diterangkan melalui gambar.				
3	Saya lebih bisa mengerti pelajaran jika diterangkan secara lisan oleh guru.				
4	Saya lebih bisa mengerti pelajaran jika diterangkan secara lisan disertai dengan gambar.				

5	Saya lebih bisa mengerti pelajaran jika saya mengerjakan sendiri apa yang di perintahkan guru				
6	Saya suka mendengarkan cerita Bahasa Inggris.				
7	Saya suka menonton film berbahasa Inggris.				
8	Saya mengeluh jika di minta untuk mengerjakan tugas Bahasa Inggris.				
9	Saya bisa memahami/mengerti kalimat Bahasa Inggris yang di ucapkan oleh guru/orang asing.				
10	Saya sudah biasa berbicara dalam bahasa inggris meskipun hanya sedikit.				
11	Pengucapan kata Bahasa Inggris saya sudah benar.				
12	Saya bisa menjawab pertanyaan dari suatu bacaan Berbahasa Inggris dengan benar.				
13	Saya sudah bisa menulis menggunakan Bahasa Inggris.				
14	Saya lebih suka belajar Bahasa Inggris sendiri dengan bantuan guru.				
15	Saya lebih suka belajar Bahasa Inggris secara berkelompok.				
16	Saya lebih suka belajar Bahasa Inggris secara berpasangan dengan teman.				
17	Saya lebih suka jika terdapat media atau benda nyata yang bias membantu saya dalam mengerjakan tugas Bahasa Inggris.				
18	Saya lebih suka jika materi yang diajarkan adalah tentang kejadian yang saya alami sehari-hari.				

2. English Teachers' Evaluation Questionnaires

Instrument for Media Assessment for English Teachers

Name :

Job :

Institution :

Give check (✓) in the appropriate boxes

A. The syllabus and Program content

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1.The instruction is relevant to the Basic Competency.				
2. The indicators are appropriate to Basic Competency.				
3. The target audiences of the Instructions are clear.				
4. The materials taught are complete.				
5. The instructions used are clear.				
6. The media used are attractive.				
7. The media are easy to be use.				
8. The assessment items are appropriate to Basic Competency.				
9. The assessment items are appropriate to the indicators.				

B. Material of Instruction

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
10.The materials taught are clear.				
11.The language use is clear.				
12. The pictures used in the talking Puppets are suitable.				
13.Talking puppets help students in understanding the story				
14.Talking puppets help students to develop listening skill.				
15.The story used in talking puppets is appropriate for student' level				
16.The target languages (grammars,functions,vocabularies) are relevant for students' level.				

C. Media

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
17. The media can catch students attention				
18. The media make students active in teaching and learning process				
19. The sceneries are easy to be moved				
20.The media are easy to be moved				
21. The puppets are easy to be operated.				

Comments and Suggestion for Revision

No	Revision Target	Description	Suggestion

Conclusion:

Talking puppets as media for teaching listening are considered to be*....

a. Feasible to apply without revision

b. Feasible to apply without suggested revision

c. Less feasible to apply

***) Circle one of the statements**

Yogyakarta, 18 Februari 2015

3. Students' Evaluation Questionnaires

Nama :

Jenis kelamin :

Umur :

ANGKET EVALUASI MEDIA UNTUK SISWA KELAS 5

SD NEGERI TEGALREJO 2

Hai anak- anak, berilah tanda centang (√) pada kotak yang tersedia sesuai dengan keadaan adik-adik. Perhatikan contoh pengisian berikut.

SS : Jika sangat sesuai dengan keadaan saya.

S :Jika sesuai dengan keadaan saya.

KS : Jika kurang sesuai dengan keadaan saya.

TS : Jika tidak sesuai dengan keadaan saya.

No	Pernyataan	SS	S	KS	TS
1	Materi yang diajarkan dengan talking puppet media jelas				
2	Materi yang diajarkan dengan talking puppet media mudah di mengerti				
3	Bahasa yang di gunakan mudah di pahami				
4	Materi yang di ajarkan di butuhkan dalam kehidupan sehari-hari				
5	Aktifitas selama kegiatan belajar mengajar menyenangkan				
6	Aktifitas di dalam kelas dapat di ikuti dengan mudah				
7	Soal-soal latihan yang di berikan sesuai dengan materi yang diajarkan				
8	Soal latihan yang di berikan jelas				

9	Talking puppets membantuku dalam memahami pelajaran bahasa Inggris.				
10	Materi yang diajarkan mudah di ingat				
11	Talking puppets learning media membuat kegiatan belajar bahasa Inggris tidak membosankan				
12	Talking puppets learning media membuatku lebih semangat untuk belajar bahasa Inggris.				
13	Cerita yang di gunakan dalam kegiatan belajar mengajar menarik				
14	Gambar pemandangan pada talking puppets learning media membantuku memahami alur cerita				
15	Menurutku talking puppets learning media menarik				
16	Menurutku talking puppets learning media bagus				
17	Menurutku belajar bahasa Inggris dengan talking puppets learning media menyenangkan				
18	Menurutku kegiatan yang dilakukan di kelas membosankan				

4. English Teacher's Needs Analysis Interview Guidelines

- a. Apakah anda merasa kesulitan dalam mengajar listening skill?
- b. Apa saja media yang anda gunakan dalam mengajar listening skill?
- c. Apakah sekolah ini menyediakan media pembelajaran untuk mengajarkan listening skill?
- d. Apakah metode pembelajaran yang anda gunakan dalam mengajar?
- e. Apakah jenis task yang anda berikan kepada siswa saat mengajarkan listening?
- f. Menurut anda apakah yang menjadi kendala bagi siswa pada saat listening?
- g. Apakah kemampuan siswa dalam listening skill sudah sesuai harapan anda?
- i. Bagaimana respon siswa ketika listening activity?
- j. Bagaimana antusiasme siswa ketika listening activity buk
- k. Bagaimana cara anda meningkatkan motivasi siswa?
- l. Anak-anak lebih suka di beri tugas individu atau berkelompok?

5. Students' Evaluation Interview Guidelines

- a. Apakah belajar dengan Talking puppet menyenangkan? Jika iya bisa sedikit dijelaskan kenapa?
- b. Apakah Talking puppet membantu proses belajar? Kenapa?
- c. Apakah materi yang diajarkan menarik dan mudah di pahami?
- d. Apakah tugasnya mudah dikerjakan?
- e. Apakah suara yang dikeluarkan oleh talking puppet bisa terdengar dengan jelas?
- f. Apakah gambar dari talking puppet bisa terlihat dengan jelas?
- g. Apakah aktifitas yang tadi dilakukan menyenangkan?

APPENDIX E
INTERVIEW TRANSCRIPT

1. English teacher's Need Analysis Transcript

Researcher: Apakah ibu merasa kesulitan dalam mengajar listening skill?

Teacher :**Kalo listening untuk anak kelas 5 sangat jarang mas,kesulitannya anak sd itu**

kalo di ajak konsentrasi susah mas jadi susah kalo mau ngajar listening.

Researcher: Apa saja media yang ibu gunakan dalam mengajar listening skill?

Teacher :**Karena di sekolah ini tidak di sediakan media terkadang saya membuat media**

itu sendiri mas, contoh nya gambar alphabet untuk mengajar huruf alfabet

Researcher: Apakah sekolah ini menyediakan media pembelajaran untuk mengajarkan listening skill?

Teacher :**Tidak mas,,**

Researcher: Apakah metode pembelajaran yang ibu gunakan dalam mengajar?

Teacher :**Campuran mas, menyesuaikan kondisi kelas dan anak-anak.**

Researcher: Apakah jenis task yang ibu berikan kepada siswa saat mengajarkan listening?

Teacher :**Di sini belum terlalu di tekankan mas untuk task listening, karena untuk**

materinya saja susah di dapat, paling cuma saya suruh repeat teks yg saya

baca.

Researcher: Menurut ibu apakah yang menjadi kendala bagi siswa pada saat listening?

Teacher :**Attention span mereka sangat pendek mas.**

Researcher: Apakah kemampuan siswa dalam listening skill sudah sesuai harapan ibu?

Teacher :**Belum,masih agak sulit unutup mereka disini sudah bisa baca dan tulis bahasa**

inggris saja sudah bagus mas.

Researcher: Bagaimana respon siswa ketika listening activity buk?

Teacher :**Mereka susah mengikuti pelajaran mas**

Researcher: Bagaimana antusiasme siswa ketika listening activity buk?

Teacher :**Jarang ada listening activity mas mungkin mereka akan antusias apabila ada**

media dan visual nya.

Researcher: Lalu bagaimana cara ibu meningkatkan motivasi siswa?

Teacher :**Kalo ada yang malas atau tidak memperhatikan saya biasanya akan member**

hukuman mas ya yang ringan saja tapi misalnya saya suruh maju ke depan.

Researcher: Anak-anak lebih suka di beri tugas individu atau berkelompok buk?

Teacher :**Mereka lebih suka kerja sama mas,biasanya saya menyuruh mereka**

mengerjakan tugas satu meja satu pekerjaan.

Researcher:Terimakasih ya ibu atas waktunya,maaf bila merepotkan.

Teacher :**Sama-sama mas**

2. Students' Evaluation Interview Transcript

Researcher : Setelah belajar bahasa Inggris dengan talking puppet media adek merasa senang tidak?

Student : Senang Mr

Researcher : Kenapa kok senang ?

Student :Ya karena medianya lucu

Researcher :Tadi pelajaranya menarik ngak menurut adek?

Student : Menarik, seru Mr

Researcher :Medianya menarik tidak?atau ceritanya?

Student :Cerita tentang caterpillar nya menarik mister, medianya juga lucu. Tapi bonekanya kog punya telinga?kan caterpillar ga punya telinga mister?

Researcher :Baik besok telinga nya akan mister potong ya. Kalo untuk task atau tugas-tugas yang di kerjakan kmaren susah ngak sih?

Student :Nggak

Researcher :Owh begitu,,merasa bosan nggak sih waktu ngerjain soal dan menurut adek medianya kurang apa lagi?

Student :Enggak soalnya kan tugasnya dkerjakan berdua ma temen,itu mister bakeground nya terlalu tipis jadi mudah sobek kayaknya misal kita mainin.

Researcher :Ok besok mister benerin ya,menurut kamu talking puppet media yang kmaren itu kalo buat belajar bahasa inggris membantu tidak?

Student :Lumayan mister,jadi lebih seru.

Researcher :Kenapa?

Student :Soalnya gambarnya menarik, puppetnya lucu ,dan audionya suaranya lucu ada musiknya mister.

Researcher :Terus bisa nambah semangat buat belajar nggak sih?

Student :Iya mister.

Researcher :Kmaren gambar-gambar yang mister berikan jelas tidak?

Student :Gambarnya jelas dan bonekanya lucu mister.

Researcher :Menurut kamu talking puppet yang kmaren membuat adek lebih gampang memahami pelajaran yang mister berikan tidak?

Student :Iya Mr

Researcher :Ok cukup segitu aja dik,Terimakasih ya

Student : Iya mister, sampai ketemu lagi.

APPENDIX F
THE QUESTIONNAIRES RESULT

1. The Result of Students' Need Analysis Questionnaires

a. Student' interest toward English

Purpose of the question	Question Numbers	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
To find the information about students' interest.	1	The students like learning English	37%	27%	16%	20%

b. Students' characteristics

Purpose of the question	Question Numbers	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
To find the information about students' characteristics.	2	The student will be more understand if the teachers use pictures in explaining the material.	27%	40%	26%	7%
	3	The student will be more understand if the teachers explain the material orally	30%	53%	10%	7%

	4	The student will be more understand if the teachers use both pictures and oral in explaining the material.	37%	40%	13%	10%
	5	The student will be more understand if do the task by themselves.	10%	27%	36%	27%

c. Students' Learning Interest.

Purpose of the question	Question Numbers	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
To find the information about students' learning interest.	6	The students like to listen a story	37%	27%	16%	20%
	7	The students like to watch English movies	37%	20%	16%	27%
	8	The students complain if the teacher asks them to do the task.	7%	16%	44%	33%

d. Students' Learning Needs

Purpose of the question	Question Numbers	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
To find the information about students' learning needs	9	The students can understand the English utterances from their teacher or foreigners.	23%	40%	33%	4%
	10	The students are used to speak English.	30%	53%	10%	7%
	11	The students' utterances are right.	37%	40%	13%	10%
	12	The students can answer the questions from an English text.	10%	27%	36%	27%
	13	The students are used to write in English.	37%	27%	16%	20%

e . Students' Learning Techniques and Activities

Purpose of the question	Question Numbers	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
To find the information about students' learning techniques and activities	14	The students like to learn English by themselves with the teacher help.	10%	27%	27%	36%
	15	The students like to learn English in a group.	30%	53%	10%	7%
	16	The students like to learn English in a pair.	67%	10%	7%	16%
	17	The students like to learn with the media.	73%	7%	10%	10%
	18	The students like if the learning material is about event in their daily lives.	30%	53%	10%	7%

2. The Result of English Teacher' Evaluation Questionnaires

a. Syllabus and program content

The purpose of the questions	Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
The Syllabus and program content	1	The instruction is relevant to the Basic Competency.	47%	53%	0%	0%
	2	The indicators are appropriate to Basic Competency.	41%	59%	0%	0%
	3	The target audiences of the instruction are clear	64,%	36%	0%	0%
	4	The materials taught are complete.	59%	41%	0%	0%
	5	The instructions used are clear.	47%	52%	0%	0%
	6	The media used are attractive.	41%	59%	0%	0%
	7	The media are easy to be use.	76%	24%	0%	0%
	8	The assessment items are appropriate to Basic Competency	47%	52%	0%	0%

	9	The assessment items are appropriate to the indicators.	41%	59%	0%	0%
--	---	---	-----	-----	----	----

b. Materials of Instruction

The purpose of the questions	Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
Materials of Instruction	10	The materials taught are clear.	34%	64%	0%	0%
	11	The language use is clear.	42%	58%	0%	0%
	12	The picture used in the talking puppets are suitable.	48%	52%	0%	0%
	13	Talking puppets help students in understanding the story	47%	52%	0%	0%
	14	Talking puppets help students to develop listening skill.	41%	59%	0%	0%
	15	The story used in talking puppets is appropriate for student' level	47%	53%	0%	0%
	16	The target languages (grammars, functions, vocabularies) are relevant for students' level.	41%	59%	0%	0%

c. Media

The purpose of the questions	Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
Media	17	The media can catch students attention	41%	59%	0%	0%
	18	The media make students active in teaching and learning process	76%	24%	0%	0%
	19	The sceneries are easy to be moved	64,%	36%	0%	0%
	20	The media are easy to be moved	59%	41%	0%	0%
	21	The puppets are easy to be operated.	47%	52%	0%	0%

3. The result of students' Evaluation Questionnaires

a. Materials

The purpose of the questions	Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
Materials	1	Materi yang diajarkan dengan talking puppet media jelas	50%	27%	16%	7%

	2	Materi yang diajarkan dengan talking puppet media mudah di mengerti	47%	40%	6%	7%
	3	Bahasa yang di gunakan mudah di pahami	30%	58%	5%	7%
	4	Materi yang di ajarkan di butuhkan dalam kehidupan sehari-hari	47%	42%	4%	7%

b. Monitoring of students progress

The purpose of the questions	Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
Monitoring of students progress	5	Aktifitas selama kegiatan belajar mengajar menyenangkan	47%	32%	16%	5%
	6	Aktifitas di dalam kelas dapat di ikuti dengan mudah	47%	41%	6%	6%
	7	Soal-soal latihan yang di berikan sesuai dengan materi yang diajarkan	58%	30%	5%	7%
	8	Soal latihan yang di berikan jelas	30%	48%	15%	7%

c. Students motivations

The purpose of the questions	Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree

			Agree			Disagree
Students motivations	9	Talking puppets membantuku dalam memahami pelajaran bahasa Inggris.	60%	32%	5%	8%
	10	Materi yang diajarkan mudah di ingat	50%	27%	16%	7%
	11	Talking puppets learning media membuat kegiatan belajar bahasa Inggris tidak membosankan	47%	40%	6%	7%
	12	Talking puppets learning media membuatku lebih semangat untuk belajar bahasa Inggris.	30%	58%	5%	7%

d. Learning Media

The purpose of the questions	Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
Learning	13	Cerita yang di gunakan dalam kegiatan belajar mengajar menarik	64%	36%	0%	0%
	14	Gambar pemandangan pada talking puppets learning media membantuku memahami alur cerita	59%	41%	0%	0%
	15	Menurutku talking puppets learning media menarik	47%	52%	0%	0%

Media	16	Menurutku talking puppets learning media bagus	32%	47%	16%	5%
	17	Menurutku belajar bahasa Inggris dengan talking puppets learning media menyenangkan	40%	50%	5%	5%
	18	Menurutku kegiatan yang dilakukan di kelas membosankan	58%	30%	5%	7%

APPENDIX G

FIELD NOTES

1. Class Observation

Date: November, 10th 2014

Time: 9.15-10.20

Place: Class V b of SD Negeri Tegalmulyo 2

The English teacher began the class by saying greeting. Then she asked the students about the previous materials. Some of students answered the question fluently with their mother language .After that the teacher asked them to open their course book. The material for that day was about parts of the body. The teacher wrote the main point on the white board and sometimes explained the materials orally. She read some word and ask the students to repeat .However, most of the students were lack on vocabularies.

The next activity was writing a simple sentence about part s of the body. The teacher drew a human body in the whiteboard and she asked the students to write about parts of the body one by one in front of the class. After that, the students read what sentence that they wrote. Then, the students asked to do the task from workbook.

The condition of the class were noisy, some of the students liked to going around and did not finished their task. The language use in the class was 80% Indonesian and 20% English. The teacher rarely speak English when she deliver the material. Sometimes,the English teacher had to calm down the class condition by hit the table and saying ‘‘Ayo diselesaikan dulu’’.

The bell rang before the tasks were finished. She asked them to finish it at home. She ended the class by saying ‘‘Sampai jumpa pada pertemuan berikutnya anak-anak’’

2. Try out the media

Day/date : 5th march 2015

Setting :Library

Time :09.00-10.15

*The member of the class were complete

*The researcher introduces the new vocabulary using flash cards.

*While the Researcher used Talking puppets ,the students scrambled to sit near the media but the researcher could handle this situation

*Some student made some noise and the researcher should calm them down.

*Some students asked the meaning of some words while doing the task.

*A student asked a question related to the media. She said , “ *Mister, apakah caterpillar punya telinga di kepalanya?*”

*Most of the students did the task silently.

APPENDIX H
TEACHER'S GUIDE BOOK



Teacher's Guide Book

Contents

Introduction.....	1
Course Grid and Lesson Plan.....	2
How to use the media.....	3
Script of the story.....	4
Assessment and answer key.....	5
Resources.....	6

Introduction 1

Di tingkat sekolah dasar pada umumnya aktivitas yang sering diajarkan adalah reading, writing dan speaking. Aktivitas *listening* sangat jarang dilakukan di dalam kelas. Beberapa kendala yang dihadapi guru bahasa Inggris adalah belum tersedianya peralatan sekolah yang memadai seperti belum tersedianya speaker untuk mendukung aktivitas listening dan media pembelajaran untuk mengajar listening skill bahkan beberapa sekolah di negeri ini belum memiliki jaringan listrik. Selain itu, media pembelajaran yang sudah ada di sekolah sering kali sudah dalam keadaan tidak layak pakai.

Dengan adanya Talking puppets ini, diharapkan dapat membantu para guru dalam mengajar listening skill sehingga kegiatan belajar mengajar menjadi lebih menyenangkan. Talking puppet tidak membutuhkan audio dan listrik karena sudah memiliki speaker eksternal dan menggunakan baterai. Media ini sangat efektif untuk menarik perhatian anak-anak terutama kelas 4 sampai 5 sd dan juga media ini sangat ringan sehingga bisa di bawa dengan mudah.

For whom.....

Teacher Guide Book ini di peruntukan sebagai buku petunjuk bagi guru bahasa Inggris dalam menggunakan talking puppets media. Dengan buku pegangan ini, diharapkan bisa membantu guru dalam mengoperasikan media pembelajaran ini pada saat mengajar dan menggunakannya dengan baik dan benar.

Introduction 1

Note

Talking puppets cocok untuk mengajar listening skill pada anak kelas 4 sampai 5 SD. Beberapa hal yang harus di perhatikan guru adalah bahwa siswa dapat melihat dan mendengar dengan jelas media pembelajaran ini. Mengecek audio adalah hal yang penting dalam mengajar listening jadi guru harus memastikan audio dapat terdengar sampai ke seluruh ruangan.

Course Grid and Lesson Plan 2

Talking puppets learning media dikembangkan dengan theme-based sehingga dapat digunakan pada semua kurikulum baik kurikulum 2013 atau ktsp dan sebagainya. Penggunaan hand puppets sebagai media bisa membuat siswa lebih antusias sehingga materi pembelajaran bisa di berikan dengan mudah. Guru bisa mengajarkan banyak materi melalui alat peraga ini. *Course Grid* dan *Lesson plan* untuk pembelajaran akan di jelaskan pada table di bawah ini:

COURSE GRID

Class/semester	: 5th / 2nd semester
Academic years	: 2014/2015
School	: SDN Tegalrejo 2
Skill	: Listening
Core Competence	: 1. Comprehend a very simple story which provides adjectives words (narrative text)

COURSE GRID

Theme	Indicator	Learning Material			Teaching Activity	Media
		Text	Grammar	Vocabulary		
Food and drink	<p>*Students are able to identify some words by doing some actions</p> <p>* Students are able to find specific picture while listen to the audio.</p> <p>*Students are able to identify specific event</p> <p>* Students are able to fill in the food table based on the story.</p>	<p>Narrative text of very hungry caterpillar</p> <p>*purpose: to entertain the reader or listener.</p> <p>*Structure of the text: Orientation Complication Resolution</p> <p>*Characters: -Very hungry caterpillar.</p> <p>Moral value: Don't be greedy</p>	Simple past tense.	<p>Verb:</p> <p>* Started * Ate * Built * Called * Nibbled * Pushed</p> <p>Noun:</p> <p>*Egg *Apple *Orange * House</p> <p>Adjective:</p> <p>*a little *Big *Fat *tiny</p>	<p>Opening:</p> <p>1.Greeting 2.Praying 3.Checking attendance 4.Stating learning objectives</p> <p>Presentation:</p> <p>The teacher gives information about food and drink. The teacher introduces the vocabulary using flash cards.</p> <p>After that, the teacher and students sing a banana song together.</p>	<p>*Flash cards</p> <p>*Talking puppets</p>

				<p>Adverb:</p> <p>*In the light.</p> <p>*One Sunday morning</p>	<p>The teacher explains about food and drink then asks the students to repeat the words.</p> <p>Practice:</p> <p>*Teacher uses a hand puppet and plays the sound.</p> <p>*The teacher moves his hands as the story mentioned by the talking puppet sounds</p> <p>*The teacher sticks some picture in the white board and gives the students instruction to connect some pictures with the right word.</p>	
--	--	--	--	---	---	--

					<p>*Teacher replays the talking puppet media and the students are asked to color the picture given based on the story.</p> <p>*The teacher introduces new vocabulary after the students have mastered the vocabulary before.</p> <p>*The teacher gives a command to arrange the picture and make a good story by putting numbers in the boxes</p> <p>Production:</p> <p>*The teacher drills the students with the vocabulary while</p>	
--	--	--	--	--	--	--

					<p>listening again to the talking puppet.</p> <p>*The teacher gives a table which provided some fruit that characters eat in the story. After that, teacher gives instructions to put checklist in the right boxes.</p> <p>Closing:</p> <p>1.Checking understanding</p> <p>2.Review the materials</p> <p>3.Saying a prayer</p> <p>4.Greetings</p>	
--	--	--	--	--	---	--

Lesson Plan

Rencana Pelaksanaan Pembelajaran (RPP)

Institution : SDN Tegalrejo 2

Academic year : 2014/2015

Grade/Semester : Fifth/2

Time allocation : 2x45 minutes

Text type : Narrative text

Theme : Food and drink

Basic competence

1.3 Understanding of a very simple story by responding the instruction.

1.4 Understanding of a very simple story by doing some actions

Indicators:

1. Students are able to identify some words in the story.
2. Students are able to find specific picture while listen to audio.
3. Students are able to identify specific event.
4. Students are able to fill in food table based on the story.

Learning objective

By the end of the lesson, the students are expected to be able to:

1. Memorize new vocabulary.
2. Find specific picture.
3. Identify specific event.
4. Fill in the food table based on the story.

Learning material

5. Look at the picture then listen to the teacher and repeat after him/her

FLASH CARD



Taken from Clipartpanda.com

6. Talking puppet

Very Hungry Caterpillar

In the light of the moon a little egg lay on a leaf. One Sunday morning the warm sun came up and – pop!- out of the egg came a tiny and very hungry caterpillar. He started to look for some food. On Monday he ate through one apple. But he was still hungry. On Tuesday he ate through two pears, but he was still hungry. On Wednesday he ate through three plums, but he was still hungry. On Thursday he ate through four strawberries, but he was still hungry. On Friday he ate through five oranges, but he was still hungry. On Saturday he ate through one piece of chocolate cake, one ice- cream cone, one pickle, one cheese, one slice of meat, one lollipop, one cherry pie, one sausage, one cupcake and one water melon. That night he had stomachache! The next day was Sunday again. The caterpillar ate through one nice green leaf, and after that he felt much better. Now he was not hungry anymore and he was not a little caterpillar any more. He was a big, fat caterpillar! He built a small house, called a cocoon, around him. He stayed inside for more than two weeks. Then he nibbled a hole in the cocoon, pushed his way out and he was a beautiful butterfly!

7. Singing a "Banana song".

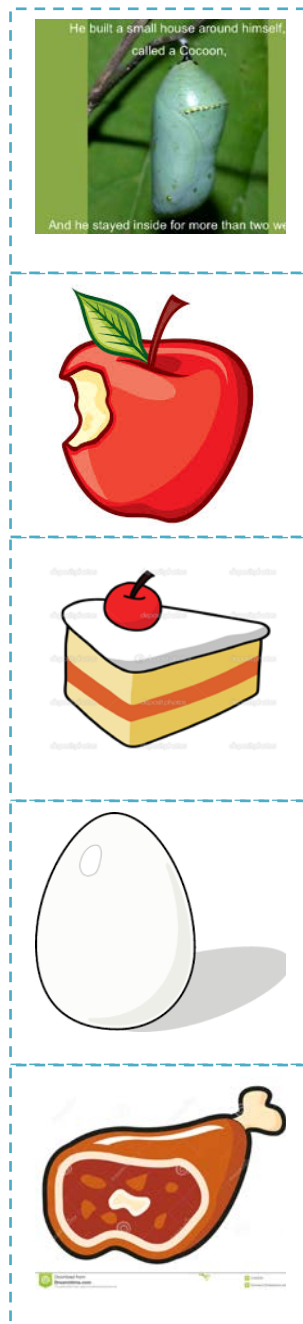
(menyanyikan lagu "Banana song")

8. Tasks

Task 1

Match pictures with the right words by drawing lines.

(Jodohkan gambar dengan kata yang tepat menggunakan garis)



CAKE

EGG

APPLE

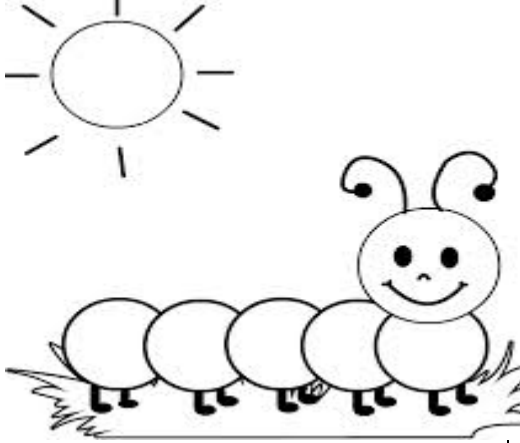
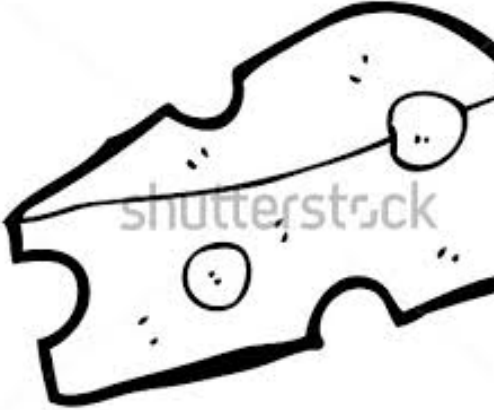

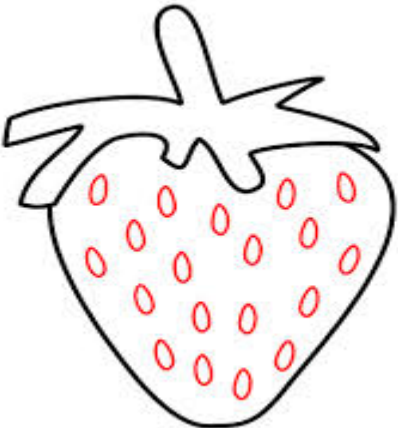
MEAT

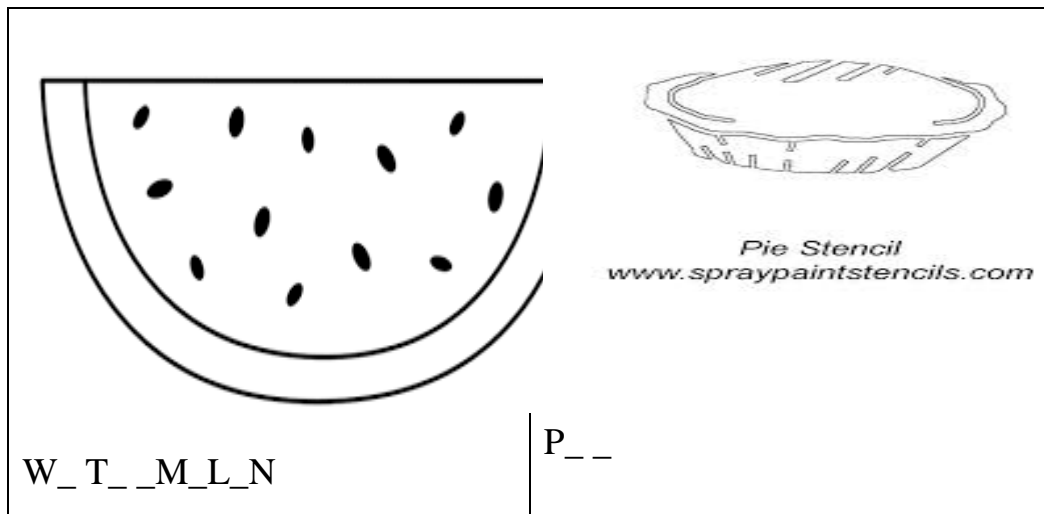
COCOON

Task 2

Listen to the audio from the media and then write the name of the pictures based on the audio.

(Dengarkan audio dari media lalu tulislah nama gambar sesuai dengan audio)



	 <small>www.shutterstock.com - 95822443</small>
C _ T _ _ P _ L L _ R	C H _ _ S _
	
O _ A _ G E	S _ R A _ _ E _ Y






Task 3

Put number 1 to 15 under the picture to arrange a story based on the audio.

(Masukan angka 1 sampai 15 di bawah gambar untuk menyusun sebuah cerita sesuai dengan audio)

 <p>In the light on the moon a little egg lay on a leaf.</p>	<p>On Saturday he ate through one piece of chocolate cake, one ice-cream cone, one pickle, one slice of swiss cheese, one slice of salami, one lollipop, one piece of cherry pie, one sausage, one cupcake, and one slice of watermelon. That night he had a stomachache!</p> 
<p>.....</p>	<p>.....</p>

<p>He started to look for some food. On Monday he ate through one apple,</p>  <p>But he was still hungry</p> <p>.....</p>	<p>On Friday, he ate through five oranges,</p>  <p>But he was still hungry</p> <p>.....</p>
 <p>One Sunday morning, the warm sun came up and POP! – out of the egg came a tiny and very hungry caterpillar.</p> <p>.....</p>	<p>On Tuesday, he ate through two pears,</p>  <p>But he was still hungry</p> <p>.....</p>
<p>On Thursday, he ate through four strawberries,</p>  <p>But he was still hungry</p> <p>.....</p>	<p>On Wednesday, he ate through three plums,</p>  <p>But he was still hungry</p> <p>.....</p>

He built a small house around himself,
called a Cocoon,



And he stayed inside for more than two weeks

The next day was Sunday again. The
caterpillar ate through one nice green
leaf,



And after that he felt much better.

.....

.....

But now he wasn't hungry anymore.
And he wasn't a little caterpillar
anymore.



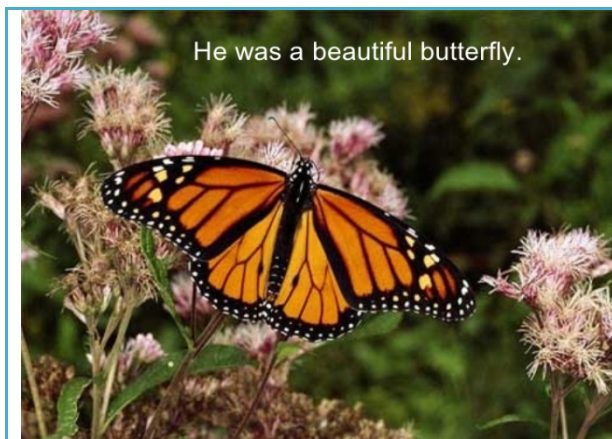
He was a big fat caterpillar.

Then he nibbled a hole in the cocoon, pushed
his way out, and



.....

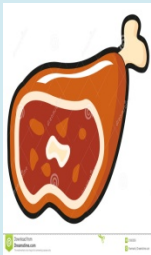
.....



Task 4

Listen to the story once again and put a check (V) in the right boxes on the food table which character eat according to the story.

(Dengarkan cerita sekali lagi dan isikan tanda centang pada kolom yang sesuai dengan makanan yang di makan oleh tokoh berdasarkan pada cerita)

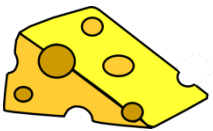
Food	Monday	Tuesday	Wednesday	Thursday	Friday	Satur day	Sunday
 <p>Meat</p>							



Strawberry






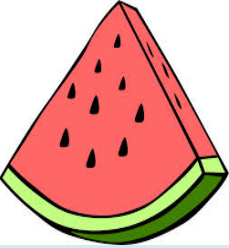
Lollipop



Cheese



Cherry pie

 <p>Ice cream</p>							
 <p>Orange</p>							
 <p>Apple</p>							
 <p>Watermelon</p>							

Learning method

Presentation-Practice-Production (PPP)

Teaching learning activities

- 6) Opening (10 minutes)
 - a) Greetings
 - b) Praying
 - c) Checking attendance
 - d) Stating learning objectives
- 7) Presentation (20 minutes)
 - e) Students pay attention while teacher introduces the vocabularies.
 - f) Students are given pictures with some missing letters.
 - g) Students filled the blanks with the right letters.
 - h) Students memorize the new vocabulary given by teacher.
- 8) Practice (30 minutes)
 - a. Students pay attention and listen carefully while teacher play the talking puppet media.
 - b. Students try to color the pictures when listen to the media.
 - c. Students memorize the new words given by the teacher.
 - d. Students are given some pictures related to the story.
 - e. Students try to arrange the picture and makes a good story based on the audio by putting numbers in the boxes.
- 9) Production (20 minutes)
 - a. Students pay attention and listen carefully (once again) to the media.
 - b. Students repeated some words after the teacher.
 - c. Students are given a table which provides a list of food.
 - d. Students put check list (V) in the right boxes

10) Closing (10 minutes)

- a. Asking students whether or not they find any difficulties.
- b. Asking students if they have question related to what has been learned.
- c. Telling the students what has been learned today.
- d. Saying a prayer

Media

3. Talking puppet
4. Flash card

References

Some audio and pictures are taken from www.google.com with some modifications.

Assessment

Assessment technique : Written test

Indicators	Instruments	Score Rubric
Students are able to identify some words in the story	Task 1 Play game "what's missing". Task 2 Match pictures with the right words by drawing lines.	<u>RIGHT ANSWER</u> X 10 QUESTIONS
Students are able to find specific picture while listen to the audio.	Task 3 Listen to the audio from the media then coloring the picture based on the audio.	

Students are able to identify specific event.	Task 4 Put number 1 to 8 under the picture to arrange a story based on the audio.	
Students are able to fill in food table based on the story	Task 5 Listen to the story once again and put a check (V) in the right boxes on the food table which character eat according to the story.	

Mengetahui
Guru

Lucia RetnoWidiastuti

Yogyakarta, 3 Maret 2015

Mahasiswa,

YonkiPrastianAntoni

How to use the Talking puppet Media 3

How to use the Talking puppet Media

Sebelum menjelaskan tentang cara penggunaan Talking puppet ada 3 komponen yang harus diketahui terlebih dahulu. Tiga komponen tersebut adalah:

1.Puppets

Ada dua buah puppets dalam media ini, yaitu Caterpillar dan George. George hanyalah boneka tambahan karena sebenarnya cerita "Very hungry caterpillar" hanya membutuhkan satu boneka saja . George bisa di gunakan saat mengajar cerita lain atau mengajar tentang materi lain.

2.Audio Box

Audio box terletak di belakang boneka. Dengan audio box ini akan terlihat seolah boneka bisa mengeluarkan suara. Audio box ini yang akan menjadi output sound, jadi pastikan volumenya keras agar terdengar di seluruh kelas. Di atas audio box terdapat tombol on/off untuk menghidupkan dan mematikan.

3.Background

Terdapat beberapa background untuk mendukung cerita "Very hungry caterpillar". Background ini akan memberi kesan nyata pada cerita ini dan juga akan lebih menarik perhatian anak2.

How to use the Talking puppet Media 3

Cara Penggunaan Talking puppet Media.

1. Kondisikan para siswa

Sebelum mulai menggunakan Talking puppet, guru sebaiknya mengatur posisi seluruh siswa dengan rapi agar kegiatan belajar mengajar berjalan dengan lancar. Atur tempat duduk dan jarak siswa dengan media jangan terlalu dekat juga jangan terlalu jauh.

2. Posisi media

Media harus ditempatkan di tempat yang terlihat oleh semua siswa tapi yang paling penting adalah penempatan media ini harus sesuai dengan kenyamanan guru bahasa Inggris yang mengoperasikannya.

3. Mengoperasikan Talking puppet

Pertama-tama yang harus dilakukan guru adalah memakai talking puppet seperti memakai sarung tangan di tangan kanan. Setelah itu, tekan tombol On pada audio box. Kemudian, setelah audio terdengar guru mengikuti alur audio sambil mengerakan boneka. Background digunakan sesuai alur cerita yang terdengar misal: pada bagian “In the light of the moon a little egg lay on a leaf” maka gambar background yang ditunjukkan adalah:



Script of the story

Very Hungry Caterpillar

In the light of the moon a little egg lay on a leaf. One Sunday morning the warm sun came up and – pop!- out of the egg came a tiny and very hungry caterpillar. He started to look for some food. On Monday he ate through one apple. But he was still hungry. On Tuesday he ate through two pears, but he was still hungry. On Wednesday he ate through three plums, but he was still hungry. On Thursday he ate through four strawberries, but he was still hungry. On Friday he ate through five oranges, but he was still hungry. On Saturday he ate through one piece of chocolate cake, one ice- cream cone, one pickle, one cheese, one slice of meat, one lollipop, one cherry pie, one sausage, one cupcake and one water melon. That night he had stomachache! The next day was Sunday again. The caterpillar ate through one nice green leaf, and after that he felt much better. Now he was not hungry any more and he was not a little caterpillar any more. He was a big, fat caterpillar! He built a small house, called a cocoon, around him. He stayed inside for more than two weeks. Then he nibbled a hole in the cocoon, pushed his way out and he was a beautiful butterfly!

Assessment and Key Answer 5

Match pictures with the right words by drawing lines.

(Jodohkan gambar dengan kata yang tepat menggunakan garis)

He built a small house around himself,
called a Cocoon.
And he stayed inside for more than two weeks.

CAKE

EGG

APPLE

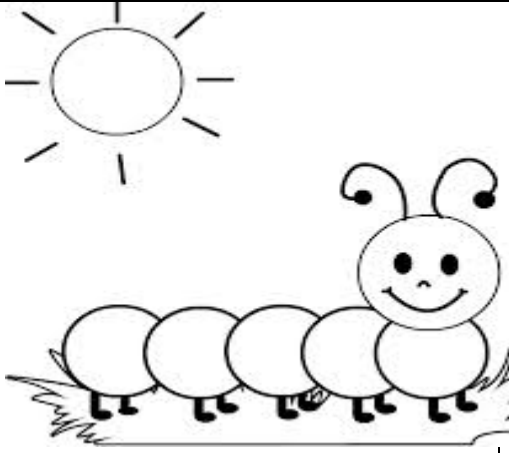
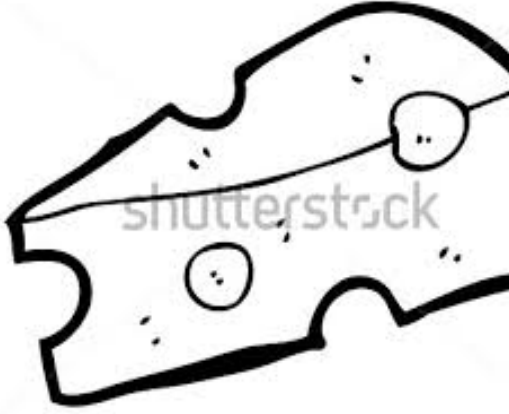
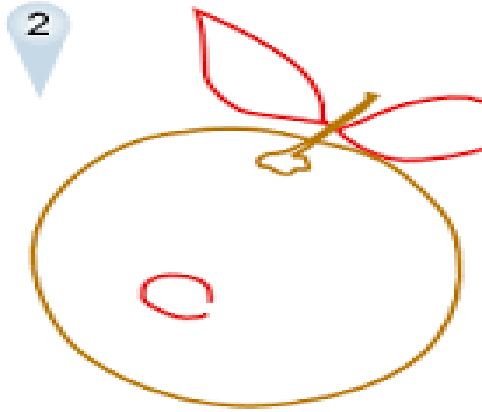
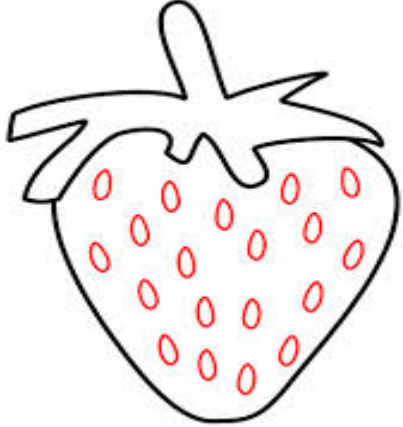
MEAT

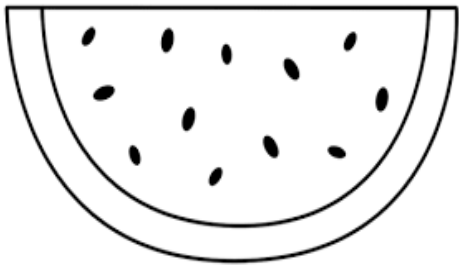
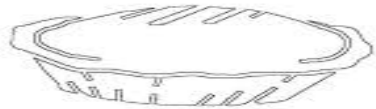
COCOON

Task 2

Listen to the audio from the media and write the name of the pictures based on the audio.

(Dengarkan audio dari media lalu tuliskan nama gambar berdasar audio)



	 <small>www.shutterstock.com - 95822443</small>
C <u>A</u> T <u>E</u> R P <u>I</u> L L <u>A</u> R	C H <u>E</u> E <u>S</u> E
	
O <u>R</u> A <u>N</u> G <u>E</u>	S <u>T</u> R <u>A</u> W <u>B</u> E <u>R</u> R <u>Y</u>




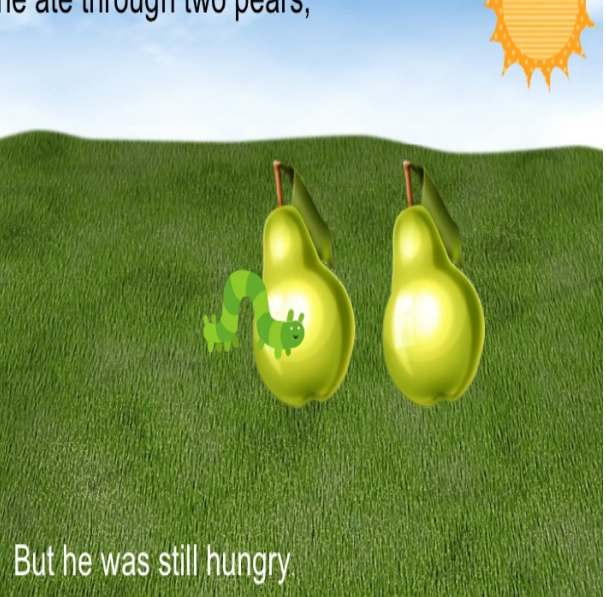
 <p><u>W</u><u>A</u><u>T</u><u>E</u><u>R</u><u>M</u><u>E</u><u>L</u><u>O</u><u>N</u></p>	 <p>Pie Stencil www.spraypaintstencils.com</p> <p><u>P</u><u>I</u><u>E</u></p>
---	--

Task 3

Put number 1 to 15 under the picture to arrange a story based on the audio.

(Masukan angka 1 sampai 15 di bawah gambar untuk menyusun sebuah cerita sesuai dengan audio)

 <p>In the light on the moon a little egg lay on a leaf.</p>	<p>On Saturday he ate through one piece of chocolate cake, one ice-cream cone, one pickle, one slice of swiss cheese, one slice of salami, one lollipop, one piece of cherry pie, one sausage, one cupcake, and one slice of watermelon. That night he had a stomachache!</p> 
<p>.....1.....</p>	<p>.....8.....</p>

<p>He started to look for some food. On Monday he ate through one apple,</p>  <p>But he was still hungry.</p>	<p>On Friday, he ate through five oranges,</p>  <p>But he was still hungry.</p>
<p>.....3.....</p>	<p>.....7.....</p>
<p>One Sunday morning, the warm sun came up and POP! – out of the egg came a tiny and very hungry caterpillar.</p> 	<p>On Tuesday, he ate through two pears,</p>  <p>But he was still hungry.</p>
<p>.....2.....</p>	<p>.....4.....</p>

On Thursday,
he ate through four strawberries,



But he was still hungry

.....6.....

On Wednesday,
he ate through three plums,



But he was still hungry

.....5.....

He built a small house around himself,
called a Cocoon,



And he stayed inside for more than two weeks

.....11.....

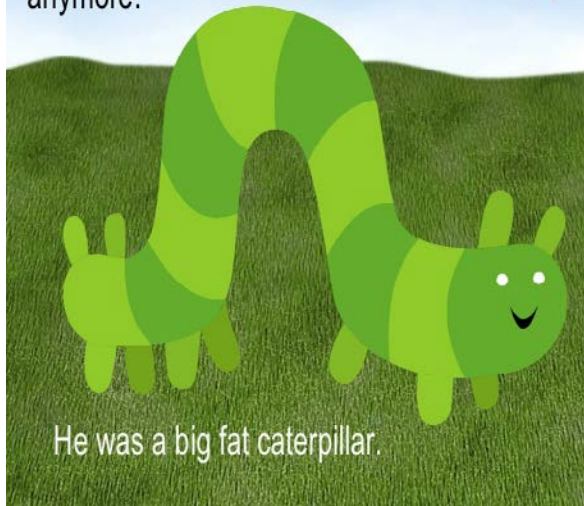
The next day was Sunday again. The
caterpillar ate through one nice green
leaf,



And after that he felt much better.

.....9.....

But now he wasn't hungry anymore.
And he wasn't a little caterpillar
anymore.



He was a big fat caterpillar.

.....10.....

Then he nibbled a hole in the cocoon, pushed
his way out, and



.....12.....

He was a beautiful butterfly.



.....13.....



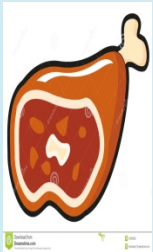


The End

.....14.....


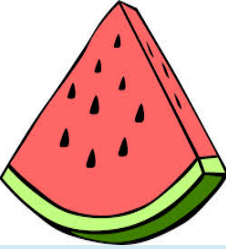
Task 4

Listen to the story once again and put a check (V) in the right boxes on the food table which character eat according to the story.

(Dengarkan cerita sekalilagi dan isi kan tanda centang pada kolom yang sesuai dengan makanan yang di makan oleh tokoh berdasarkan pada cerita)

Food	Monday	Tuesday	Wednesday	Thurs day	Friday	Satur day	Sunday
 Meat						V	
 Strawberry				V			
 Lollipop						V	

 <p>Cheese</p>						V	
 <p>Cherry pie</p>						V	
 <p>Ice cream</p>						V	
 <p>Orange</p>	V						

 <p>Apple</p>	V						
 <p>Watermelon</p>						V	

Resources 6

Http://www.clker.com

Http://www.galleryhip.com

Http://www .foodclipart.com

Http://www.clker.com

Http://www.google.com

APPENDIX I

PHOTOGRAPH



Picture 1: The teacher was explaining the learning material and hand out the student worksheet



Picture 2: English teacher and the students were singing Banana song



Picture 3: The student were helping to match the picture with the right words



Picture 4: Students were listening to the story



Picture 5: Students were playing with the talking puppet media